

UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE

2010

INSTITUTIONAL
DEVELOPMENT
PLAN

2019



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2010 INTRODUCTION

2010 INSTITUTIONAL DEVELOPMENT PLAN 2019

The Institutional Development Plan here presented results from a diligent preparation for which all UFRN's authorities were mobilized, emerging as a natural sequence of the former, produced a decade ago. As it can be easily seen already in the table of Performance Indicators 1999-2009, the advance in this period was clear – significant in various aspects and even surprising in others – forcing the collectivity of those who formulated the institutional policy for the 2010-2019 decade to face even bigger challenges with a view to enhancing performance.

If the existence of significant indicators does not surprise, the referenced challenges, inherent to an age touched by an unprecedented scientific and technological development, demanded the development of institutional policies with creative and innovative didactical-pedagogical proposals, capable of improving quantity without ever renouncing quality. This is the spirit of the Institutional Development Plan 2010-2019. This is the way through which the Universidade Federal do Rio Grande do Norte stands, projecting its institutional actions in a perspective of integrated growth with the society that created it and maintains it.

From the evolution and enhancement of its Institutional Pedagogical Project, with the introduction of policies that are aimed at the creation of new courses, updating of formation itineraries, intensification of the increase to research and the community service actions, strategic programs are developed at Universidade Federal do Rio Grande do Norte that are a clear example of this dialogue about the future with the external community. Strategic areas for development are contemplated for joint actions that will result in concrete gains for everyone.

In this future perspective one can contemplate mainly a collective action in which all segments of Universidade Federal do Rio Grande do Norte, in constant dialogue with society, contribute, as is suggested by UNESCO for reduction of development gap. And, thus, becoming “fundamental tool to fight poverty, eradicate misery and promote economic and social development, through the formation of responsible and active citizens in the construction of societies focused on defending peace, human rights and democratic values”.

José Ivonildo do Rêgo
UFRN PRESIDENT

INFORMATIVE NOTE

The Institutional Development Plan – PDI 2010-2019 – is the strategic plan which defines the directions of the university institution regarding its development and goals. The Plan details the University mission, the institutional goals and the institutional pedagogical project guiding UFRN's policies.

As it is considered a reference proposal for the future of the institution, its preparation process involved a wide discussion with all segments of the university community and with society to collect proposals and suggestions and subsidize the appreciation and approval in its maximum authority: UFRN's University Council – CONSUNI.

Its preparation began in 2009, according to the stages described below:

1st stage - Constitution of a commission, under the presidency of the Vice-President of Planning and General Coordination, in order to assess the PDI 1999-2008, using as reference the management reports of the period and the 2006 Institutional Assessment Report, according to the Law nº 10861 of the Presidency of the Republic, which creates the National Higher Education Evaluation System - SINAES. This commission presented two important documents that were used as support to UFRN's future projection: a report that evaluates the ten years of the PDI 1999-2008 having as reference the 10 central administration's annual management reports; a document that constitutes a situational analysis of UFRN, identifying strong points, weak points, opportunities and threats, providing bases for the preparation of the current Institutional Development Plan.

2nd stage - Constitution of a second commission to prepare a preliminary proposal of PDI 2010-2019, discussed with the university community and with society. The commission, with support from the Vice-Presidencies, the Superintendences, the Secretaries and the Specialized Academic Units, prepared and made available the preliminary proposal in UFRN portal and sent it to all faculty, technical-administrative staff and all students requesting suggestions and proposals through the pdi@ufrnet.br e-mail address.

3rd stage - Discussion and receipt of proposals in the scope of UFRN. Specific meetings were held in all Academic Center Councils (CONSECs), in all Specialized Academic Units, in the 3 representative authorities (ADURN, SINTEST and DCE) and in UFRN's Managers Forum. The methodology adopted consisted of the detailed presentation of PDI containing the main points of the Plan so that the participants presented reviews and suggestions to PDI in addition to the distribution of a printed synthesis for all participants. In this stage, PROPLAN technicians registered the debate with the proposals and suggestions presented during discussion.

4th stage – Realization of a Public Audience, for which representatives of society were invited, sectors of the executive, legislative and judiciary powers, of the productive and labor sector, of civil society, so that the participants presented reviews and suggestions to PDI 2010-2019.

5th stage – The commission analyzed and systematized all proposals which were submitted by email and presented during the debates in order to consolidate the PDI text to be presented to the University Council – CONSUNI.

6th stage - PDI's Appreciation and approval by UFRN's University Council – CONSUNI.

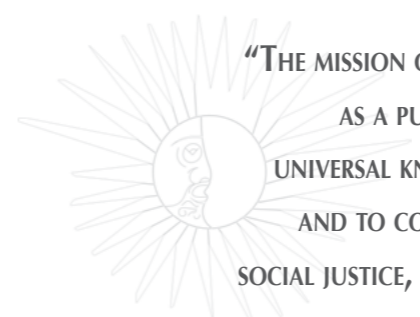
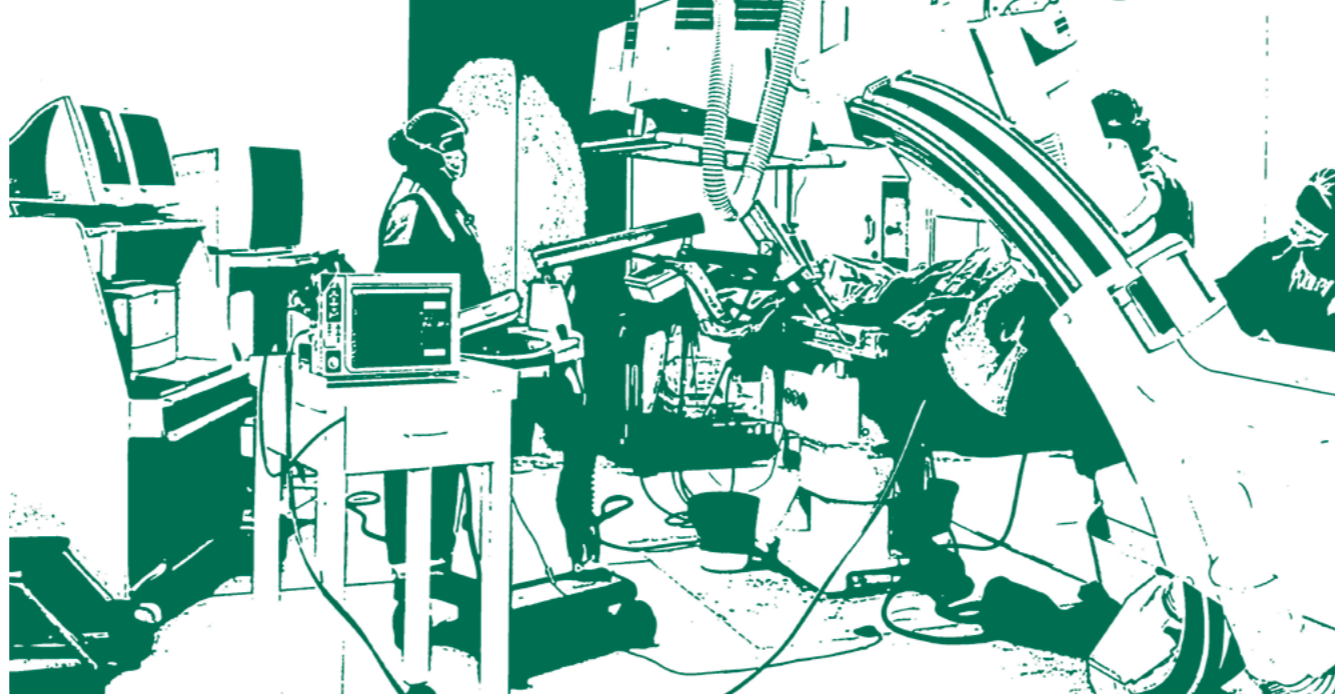
After its approval, the Institutional Development Plan will guide the managing plans of the central administration and of the academic centers, the triennial plans of the academic departments and of the specialized academic units, the courses' political-pedagogical projects and UFRN's future actions for the period 2010-2019.

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1. MISSION

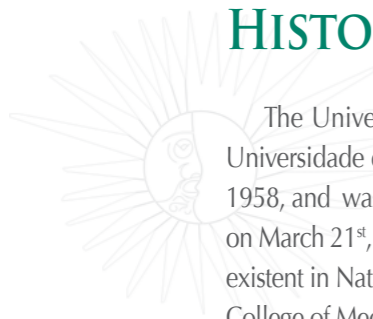


"THE MISSION OF THE UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE, AS A PUBLIC INSTITUTION, IS TO EDUCATE, PRODUCE AND SPREAD THE UNIVERSAL KNOWLEDGE, TO PRESERVE AND SPREAD THE ARTS AND CULTURE, AND TO CONTRIBUTE TO THE HUMAN DEVELOPMENT, COMMITTED TO THE SOCIAL JUSTICE, THE SOCIO-ENVIRONMENTAL SUSTAINABILITY, THE DEMOCRACY AND THE CITIZENSHIP."





2. INSTITUTIONAL PROFILE



HISTORY AND CURRENT SITUATION

The Universidade Federal do Rio Grande do Norte – UFRN was born from the Universidade do Rio Grande do Norte, created by the State Law nº 2307, of June 25th, 1958, and was federalized by the Law nº 3849, of December 18th, 1960. It was installed on March 21st, 1959 and constituted from colleges and higher education schools already existent in Natal, such as the College of Pharmacy and Dentistry, the College of Law, the College of Medicine, the School of Engineering, among others.

From 1968 onwards, with the university reform, UFRN went through a reorganization process which marked the end of the old colleges and schools and the consolidation of the current organizational structure.

Currently, UFRN is present in two *campi* in Natal – Central Campus and Health Campus – and in 5 *campi* in the countryside: Caicó Campus – CERES; Currais Novos Campus – CERES; Brain Campus – Brain Institute; Macaíba Campus – Jundiá Agriculture School and Santa Cruz Campus – Trairi Health Sciences College, in 62 municipalities with university community service actions and in 20 presential poles of distance learning support, 12 of them located in Rio Grande do Norte and 8 in other states: Paraíba, Pernambuco and Alagoas.

UFRN offers basic education, with several technical courses (professional high school), through the Jundiá Agriculture School, the School of Nursing and the School of Music, as well as childhood education, through the Childhood Education Center/Application College.

Currently, UFRN offers 78 undergraduate courses, 71 of them in the presential system, and 7 in the distance learning system.

In the past years, UFRN has been adopting flexible curricular innovations with integrated curricula, promoting the interaction between the contents of courses and the levels of formation. One such example is the course model of the Baccalaureate in Science and Technology (BCT) that allows the construction of curricula founded on the principle of progressive specialization and dissociated of specific professional formation. This model enables the student the adaptation of his/her educational path to suit his/her interests.

UFRN offers 21 medical internship courses and 74 *strito sensu* graduate courses, 46 of these in Master's level, and 28 in Doctorate's level.

So far as the research and graduate areas are concerned, UFRN coordinates the largest research project and graduate courses group in the State of Rio Grande do Norte, being responsible for 45% of the enrollments in Higher Education and for 92% of the enrollments in the *stricto sensu* graduate courses.

In 2003, the Vice-Presidency of Research was created, after a splitting of the Vice-Presidency of Research and Graduate Studies. The promulgation of the Technological Innovation Law in 2004 and its regulation in 2005 began to demand institutional actions and regulatory frameworks to provide legal support to UFRN's acting in this area. So, resolutions were approved with the goal of normalizing the Intellectual Property and the Creation, Registration and Operationalization of Research Groups in UFRN in 2008. At that same year, the Junior Companies Center and the Center for Technological Innovation were created.

The University Community Service is the educational, cultural and scientific process that articulates teaching and research in an inextricable way, in order to enable transforming relationships between the university and society. The community service practice is conducted according to the lines of action of the University Community Service in UFRN: Education and Social Inclusion, Public Policy and Citizenship, Economic and Social Development, and Culture Production and Preservation. In the educational scenario, UFRN has stood out for the partnerships established with the state and municipal educational systems, for the valuation of the cultural heritage and for the execution of actions in the area of youth and adult education.

UFRN maintains 4 university hospitals. “Onofre Lopes University Hospital – HUOL”, “Januário Cicco Maternity School – MEJC”, “Heriberto Bezerra Pediatrics Hospital – HOSPED” and “Ana Bezerra University Hospital – HUAB”, which became reference in medium and high complexity services offered to the population of more than 3 million inhabitants of the State of Rio Grande do Norte, providing support to the teaching, research and community service activities. In the past years, the units of this hospital complex have experienced many changes, whether to adapt to the curricular restructuring of the health area courses, or to incorporate the new medical technologies. This reality has drawn attention to the need to provide the hospital complex with organizational and financial resources with a view to better meeting academic demands and services provided.

The Food and Pharmaceutical Research Center– NUPLAM has as its goal the production, distribution and commercialization of pharmaceuticals and raw materials for the governmental programs of pharmaceutical assistance in articulation with teaching and research.

UFRN has developed and maintains state-of-the-art integrated information systems, to meet the needs of the academic, administrative and human resources areas – Integrated System of Academic Activity Management (SIGAA), Integrated System of Assets, Administration and Contracts (SIPAC) and Integrated System of Management, Planning and Human Resources (SIGPRH). These systems are important tools for the modernization of the management and for the planning process and are shared by a growing number of other Federal Higher Education Institutions and other federal organizations, such as the Ministry of Justice and the Federal and Federal Road Police.

The communication with society is promoted by the Superintendence of Communication, constituted of the Communication Agency (AGECOM), the University TV of Rio Grande do Norte (TVU), University FM Radio (FMU) and the University Publishing House (EDUFRN).

In 1999, UFRN created the Ombuds Office, with the goal of contributing to the institutional development and the defense of users' rights, representing an important communication channel between the institution and the internal and external community. From 1999 to 2009, the Ombuds Office registered more than 5,000 occurrences, including consultations, complaints, compliments, suggestions, criticism, 54% of these coming from the external community and 46% from the university community.

The Library System of the Universidade Federal do Rio Grande do Norte is composed of the Central Library and 19 sectorial libraries. The collection development policy has been developed based on recommendations of basic and complementary bibliographies sent by academic and teaching units, through the Integrated System of Academic Activity Management (SIGAA).

SO FAR AS THE RESEARCH AND GRADUATE AREAS ARE CONCERNED, UFRN COORDINATES THE LARGEST RESEARCH PROJECT AND GRADUATE COURSES GROUP IN THE STATE OF RIO GRANDE DO NORTE, BEING RESPONSIBLE FOR 45% OF THE ENROLLMENTS IN HIGHER EDUCATION AND FOR 92% OF THE ENROLLMENTS IN THE *STRICTO SENSU* GRADUATE COURSES.

THE UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE – UFRN WAS BORN FROM THE UNIVERSIDADE DO RIO GRANDE DO NORTE, CREATED BY THE STATE LAW Nº 2307, OF JUNE 25TH, 1958, AND IT WAS FEDERALIZED BY THE LAW Nº 3849, OF DECEMBER 18TH, 1960. IT WAS INSTALLED ON MARCH 21ST, 1959 AND CONSTITUTED FROM COLLEGES AND HIGHER EDUCATION SCHOOLS ALREADY EXISTENT IN NATAL, SUCH AS THE COLLEGE OF PHARMACY AND DENTISTRY, THE COLLEGE OF LAW, THE COLLEGE OF MEDICINE, THE SCHOOL OF ENGINEERING, AMONG OTHERS.

ADMINISTRATIVE ORGANIZATION AND FACILITIES

The university administration is conducted by its deliberative collegiate authorities and by its executive authorities, in the levels of the central, academic and supplementary administration, in which its organizational structure is divided, with a view to the integration and articulation of the several authorities located in each level.

The four UFRN's Higher Councils are: University Council – CONSUNI; Teaching, Research and Community Service Council – CONSEPE; Administration Council – CONSAD; Council of Curators – CONCURA.

The University Council – CONSUNI – is the maximum authority of the University, with prescriptive, deliberative and planning functions. The Teaching, Research and Community Service Council – CONSEPE – is the higher authority with deliberative, prescriptive and consultative functions over academic, didactical-pedagogical, scientific, cultural and artistic matter, it's the ultimate deliberative authority instance for appeals in these areas. The Administration Council – CONSAD – is the higher authority with deliberative, prescriptive and consultative functions over administrative, budgetary, financial, patrimonial, and human resource policy matters, with exception of the competence of the Council of Curators, which is the ultimate deliberative authority for appeals in this area. The Council of Curators – CONCURA – is the University's higher authority for follow-up and inspection of activities of economic, financial, accounting and patrimonial nature.

UFRN is structured in 7 *campi*. The Central administration is comprised of the presidency, 7 vice-presidencies, 2 academic bureaus and 3 superintendences. The academic area is comprised of 8 academic centers, with 67 departments, 4 specialized academic units, 3 technical education schools and 1 elementary school. It owns 4 university hospitals, 1 laboratory for pharmaceutical production, an educational TV Network in open channel system and an FM radio station.

UFRN's current physical infrastructure comprises 245,457 m² of constructed area, 140,281 m² of these for academic facilities, 46,734 m² for the hospital complex and 19,545 m² for administrative facilities.

PERFORMANCE INDICATORS

From 1999 to 2009, including the execution of the first Institutional Development Plan, UFRN went through a large expansion, in spite of the quantitative decrease of the technical-administrative staff and the small increase of the permanent faculty staff, the latter only in the year 2009.

As can be seen in Table 1, the total number of students grew 72.6%, from 19,242 in 1999 to 33,216 in 2009 and the total number of regular courses offered increased by 37.4%, from 163 in 1999 to 224 in 2009. In the same period, the permanent faculty staff grew only 9.4%. If we consider the year 2008, the number of faculty decreased by 3.9%.

TABLE 1 - PERFORMANCE INDICATORS 1999 - 2009

INDICATORS	1999	2004	2008	2009	2009/1999 %
NUMBER OF STUDENTS					
PRESENTIAL UNDERGRADUATE STUDIES	15.763	18.308	21.220	22.607	43,4
DISTANCE LEARNING UNDERGR. STUDIES	-	-	2.397	2.708	
UNDERGRADUATE SUBTOTAL	15.763	18.308	23.617	25.315	60,6
GRADUATE STUDIES (MASTERS)	781	1.621	1.879	2.581	230,5
GRADUATE STUDIES (DOCTORATE)	133	587	789	812	510,5
GRADUATE STUDIES (SPECIALIZATION)	1.640	1.996	2.252	2.751	67,7
GRAD. STUDIES (MEDICAL INTERNSHIP)	70	96	132	130	85,7
GRADUATE SUBTOTAL	2.624	4.300	5.052	6.274	139,1
PROFESSIONAL HIGH SCHOOL	194	1.853	888	919	373,7
HIGH SCHOOL	242	317	351	351	45,0
CHILDHOOD EDUCATION	419	314	324	357	-14,8
CHILDHOOD AND HIGH SCHOOL SUBTOTAL	855	2.484	1.563	1.627	90,3
TOTAL	19.242	25.092	30.232	33.216	72,6
NUMBER OF COURSES					
PRESENTIAL UNDERGRADUATE STUDIES	52	53	69	71	36,5
DISTANCE UNDERGRADUATE STUDIES	-	-	5	7	-
UNDERGRADUATE STUDIES SUBTOTAL	52	53	74	78	50,0
GRADUATE STUDIES (MASTERS)	26	37	43	46	76,9
GRADUATE STUDIES (DOCTORATE)	7	14	24	28	300,0
GRADUATE STUDIES (SPECIALIZATION)	65	57	40	43	-33,8
GRADUATE STUD. (MEDICAL INTERNSHIP)	9	13	22	21	133,3
GRADUATE STUDIES SUBTOTAL	107	121	129	138	29,0
PROFESSIONAL HIGH SCHOOL	1	5	6	6	500,0
HIGH SCHOOL	1	1	1	1	0,0
CHILDHOOD EDUCATION	2	2	2	2	0,0
CHILDHOOD AND HIGH SCHOOL SUBTOTAL	4	8	9	9	125,0
TOTAL	163	210	212	225	38,0
RESEARCH GROUPS	96	156	181	204	112,5
RESEARCH PROJECTS	559	871	1.262	1.352	141,9
COMMUNITY SERVICE ACTIONS	526	596	593	945	79,7
OTHER DATA					
PERMANENT FACULTY	1.495	1.401	1.436	1.635	9,4
FACULTY TITLE (MASTERS)	543	474	358	386	-28,9
FACULTY TITLE (DOCTORS)	368	613	848	1.074	191,8
TECHNICAL-ADMINISTRATIVE STAFF	3.513	3.223	3.103	3.108	-11,5
COSTS AND INVESTMENT BUDGET (TREASURY RESOURCES)*	19.497.890	25.867.896	36.646.836	45.194.378	131,8

(*) expenses realized.

UFRN IS STRUCTURED IN 7 *CAMP*. THE CENTRAL ADMINISTRATION IS COMPRISED OF THE PRESIDENCY, 7 VICE-PRESIDENCIES, 2 ACADEMIC BUREAUS AND 3 SUPERINTENDENCES. THE ACADEMIC AREA IS COMPRISED OF 8 ACADEMIC CENTERS, WITH 67 DEPARTMENTS, 4 SPECIALIZED ACADEMIC UNITS, 3 TECHNICAL EDUCATION SCHOOLS AND 1 ELEMENTARY SCHOOL. IT OWNS 4 UNIVERSITY HOSPITALS, 1 LABORATORY FOR PHARMACEUTICAL PRODUCTION, AN EDUCATIONAL TV NETWORK IN OPEN CHANNEL SYSTEM AND AN FM RADIO STATION.

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SITUATIONAL ANALYSIS

The expansion of the university has taken place resulting in clear qualitative improvement, a direct result of the determination and qualification of the whole of professors and technical-administrative staff of UFRN.

In the presential undergraduate teaching system, of the 44 courses evaluated by the National Evaluation of Students' Performance - ENADE, 28 (63.6%) obtained grades 4 or 5 (in a scale of 1 to 5). The general average of the courses was 3.8. Computer Engineering, Biomedicine, Dentistry, Civil Engineering, Pedagogy (Natal), Administration, Social Communication (Radialism), Law (Natal), Psychology and Tourism obtained the maximum grade.

In the graduate teaching, the average of the evaluation conducted by CAPES was 3.9 (in a scale of 1 to 5, with grades 6 and 7 reserved to doctorate programs of international excellence standard), with 9 programs evaluated as 5 or 6. These are: Science and Engineering of Materials, Physics, Industrial/Health Biotechnology, Health Sciences, Education, Chemical Engineering, Psychobiology and Social Psychology.

UFRN ranked second-best in the General Index of Courses of the Institution (IGC) among all universities of the Northern and Northeastern regions, measured in the period 2006-2007-2008. The IGC is a quality indicator of higher education institutions that takes into account, in its composition, the quality of undergraduate and graduate courses (masters and doctorate).

The quality of teaching also spreads into the scientific research and the technological research. According to the SIR index – Scimago Institutions Rankings (www.scimagoir.com), that evaluates higher education institutions through the research activity, UFRN ranked 78 among 607 Ibero-American universities, 35 among 489 Latin-American and Caribbean universities, and 20 among 109 Brazilian universities.

Several UFRN sectors have stood out in technological innovation, whether with products, services or processes.

In the field of Energy, Petroleum and Environment, researchers have contributed with innovative methods and techniques in oil drilling, in the optimization of the extraction process, in automation, in the optimization and re-use of raw materials and natural resources, in the formulation of special cements, in bio-ethanol production, among others. UFRN is a pole of excellence in the area, acknowledged as the second most important in Brazil.

In the field of Basic Sanitation, the treatment and re-use of treated sewage for irrigation and hydroponics stand out. UFRN is notorious for possessing the most advanced knowledge of hydroponic fodder with treated sewage at international level.

In the field of Pharmaceuticals, researchers develop phytotherapeutic compounds from native plants, drugs for children for the treatment of tuberculosis (non-existent in the country), and pharmaceuticals, using a polymer extracted from the residues of the carciniculture (shrimp culture).

In the field of Public Policy, the development of the “Interactive Electronic Atlas of the Metropolitan Region of Natal” stands out, a set of thematic maps that explain the socio-spatial inequalities and provide information, guidance and monitoring to public policies.



In Genomics, researchers have identified genes associated to the sugar cane early bolting process. The delay of the bolting process can increase in up to 60% the production of sugar and alcohol. The control of these genes has clear social and economic relevance.

In the field of Engineering of Materials, the projects in structural ceramics, developed in partnership with industries, fuel cells, composite materials, nanomaterials and cements for the oil industry stand out. Composite materials for piping systems, with reinforcement of nanoparticles with special characteristics, has also been the object of research and technology transfer for the industrial sector.

In Neurosciences, the partnership with the Edmond and Lily Safra International Neurosciences Institute of Natal (IINN-ELS) stands out. The most promising practical applications are the brain-machine interfaces, the development of experimental models and techniques for the treatment of Parkinson's disease symptoms, unpublished in the country, and the introduction of cellular and molecular neurobiology laboratories for the study of neural plasticity, neurogenesis and neural development.

UFRN has been advancing considerably in management modernization through the informatization of the SIGAA (academic area), SIPAC (finance, assets and contracts) and SIGPRH (planning and human resources) systems. The systems are widely used in UFRN and are part of the everyday life of employees and students. The decision making and the development of strategic policies are also strongly influenced by management reports obtained through the referenced systems. UFRN is currently developing an Integrated System of Electronic Management of Documents (SIGED) to electronically manage documents generated by the institution and to support the digitalization of documents

UFRN RANKED SECOND-BEST IN THE GENERAL INDEX OF COURSES OF THE INSTITUTION (IGC) AMONG ALL UNIVERSITIES OF THE NORTHERN AND NORTHEASTERN REGIONS, MEASURED IN THE PERIOD 2006-2007-2008.

and processes. These products have been made available to several public authorities, such as the Ministry of Justice, Federal Police, Federal Road Police, as well as other Federal Universities, such as UFBA and UFC.

On the other hand, there are still challenges and fragilities that need to be overcome, as follows:

- The success rate in the undergraduate education points to some difficulties in the student's academic path in the course, according to the average time programmed in the pedagogical project of the course. One can observe retention of the students, especially in the first years of academic formation. This reality is more evident in the courses of the technological and exact sciences areas. Among these, one can observe with greater frequency: course curricula with rigid structures, too many pre-requisites, compromising the student's academic flow, fragile academic guidance, a need for the insertion of the student into the job market, which makes the continuity of studies incompatible. However, there is strong evidence that the academic failures, the failure in learning and in the choice of the course to follow, can be factors that contribute to student evasion. According to PINGIFES-2009 data, UFRN displays an average conclusion rate in undergraduate courses of 69%. According to data from the Permanent Commission of Vestibular – COMPERVE/UFRN -, 49.6% of the students belong to families that have a monthly income of up to 5 minimum wages. This means that the majority of these students need to work to bear personal expenses. According to the 2009 Higher Education Census, 68% of UFRN's courses demand full time commitment, making it impossible for the student to keep a paid job.

- UFRN's community service actions, in spite of institutionalized, have few mechanisms that can induce the valuation of the institution, resulting on the other hand on a fragile acknowledgement on the part of society. They face problems that limit their qualification and expansion and are clear challenges to overcome. These problems reflect the little attention that has historically been given them under higher education scope, revealed in: insufficiency of funding; little valuation of community service actions on institutional evaluation, regarding research and teaching/education; lack of an academic culture of the community service action as an activity of the teaching-learning process; inexistence of regular program of community service scholarships and limitation of the theoretical debate over the significance of the community service as an academic practice, that cannot be separated from teaching and research. These above mentioned factors result in low participation of faculty and alumni in community service actions, and compromise the purpose of ensuring a formation bound to the social reality through the involvement of the whole of the faculty and the alumni in activities along the communities, the services and the social organizations. The fledgling status of the community service curricular component in most courses is a reflex of this low valuation.

- Lounging spaces for students, faculty and technical-administrative staff are insufficient, as there is also insufficiency in internal transportation and in the operation of a service to attend students with learning difficulties. These insufficiencies were aggravated by UFRN's great expansion.

- Public Higher Education Institutions – HEIs, among them is UFRN, have historically been playing a major role in the formation of professors, in higher education and graduate levels, for all segments of basic education. The articulation of these actions in UFRN have been taking place not only as to the beginning and continued formation of professors, but also in programs for the literacy of youth and adults, childhood education, managers formation,

in the access and inclusion of public education network students into the university, among others. However, though these articulations have promoted quantitative impacts on professional formative processes and on the teaching-learning improvement in public schools, they have not proved to be an effective institutional policy of reciprocal and permanent collaboration between Elementary and Higher Education institutions. A clear implication of the universalization of access involves the insufficient staff of qualified professors in order to meet this expansion. According to a study of the CNE/CEB Special Commission (2007), Brazil currently needs 235,000 teachers for high school, particularly in the courses of Physics, Chemistry, Mathematics and Biology. Thus, the establishment of an effective policy articulating UFRN and the State and Municipal Secretaries of Education will contribute to tackling historical problems that affect elementary education in the country and in Rio Grande do Norte.

- There are difficulties in the area of tender and contracts. In the internal stage, when the calls are prepared, the amount of qualified personnel to develop the basic projects is disproportional to the amount of tender processes. In the external stage, started with the publication of calls in 2009, there were 06 bidders, 02 of them accumulating the works tenders (Public Tender and Price Quotation). The problem gets deeper with competition between bidders, the appeals, the challenges. The problems result from a legislation that does not respect federal universities' autonomy and their particularities as higher education institutions, treating them as if they were just like any other public institution. The works contracts have been successfully followed from the angle of validity control and deadline and value clauses. However, it is necessary to improve notification control and the application of penalties to companies that break contractual clauses.

- The planning process in the institution is structured in three hierarchical levels: (1) long term planning regarding the institution as a whole, formalized in PDI and in the management plan; (2) in intermediate level, there are the action plans of the academic centers and the university hospitals; (3) in operational level, the triennial plans of the academic departments, the courses' pedagogical projects and the research and community service projects. In spite of all support to the planning process, like the academic and administrative integrated systems, in addition to the institutional evaluation, there is a lack of a culture of planning process to follow and control, that would integrate all the information around a global view of the institution and that would overcome the fragmented view of the parts.

- Notwithstanding the fact that the administrative authority responsible for the international relations has undergone significant changes in the past years, the internationalization process is fledgling and can be observed in a large part of the graduate programs. The International Relations Office undergoes a transition, leaving a reactive position with *ad hoc* actions for a proactive policy, with actions and procedures defined in several areas. This transition took a lot of effort and isn't complete yet, and restructuring is needed in order to meet: (1) UFRN's insertion as a partner institution in the international scenario; (2) the organization and increase of student mobility, especially in undergraduate level; (3) the establishment, follow-up and advertising of international cooperation agreements; (4) the advertising of opportunities to the university community; (5) the definition of procedures and preparation of a team capable of performing these tasks in an organized and efficient way.

- UFRN's communication structure is comprised of an open TV network, an FM radio and a communication agency. It also relies on an Ombuds Office and on several media and channels to publicize its activities and keep communicating with the internal and

UFRN'S COMMUNITY SERVICE ACTIONS, IN SPITE OF INSTITUTIONALIZED, HAVE FEW MECHANISMS THAT CAN INDUCE THE VALUATION OF THE INSTITUTION, RESULTING ON THE OTHER HAND ON A FRAGILE ACKNOWLEDGEMENT ON THE PART OF SOCIETY.

THERE ARE DIFFICULTIES IN THE AREA OF TENDER AND CONTRACTS. IN THE INTERNAL STAGE, WHEN THE CALLS ARE PREPARED, THE AMOUNT OF QUALIFIED TECHNICAL STAFF TO DEVELOP THE BASIC PROJECTS IS DISPROPORTIONAL TO THE AMOUNT OF TENDER PROCESSES.



IN THE PAST FEW YEARS, UFRN HAS BEEN DEVELOPING STRUCTURING ACTIONS TO ADVANCE IN THE SEARCH FOR QUALITY AND IN INTERNATIONALIZATION, WITH THE DEVELOPMENT OF SCIENCE, TECHNOLOGICAL INNOVATION, SOCIAL INCLUSION AND THE STRENGTHENING OF THE INTERACTION WITH SOCIETY AND GOVERNMENTS.

STRATEGIC PROGRAMS

In its internationalization effort, UFRN has been increasing inter-institutional cooperation. It currently maintains institutional technical cooperation agreements with more than 70 foreign universities and participates of cooperation networks, such as the Coimbra Network, with 50 Brazilian universities, whose focus is the internationalization and the Tordesillas Group, that unites Brazilian, Portuguese and Spanish universities, with a view to the exchange and the standardization of higher education in these countries.

In the past few years, UFRN has been developing structuring actions to advance in the search for quality and in internationalization, with the development of science, technological innovation, social inclusion and the strengthening of the interaction with society and governments. These initiatives create academically structuring scenarios, involve the interaction among the major fields of knowledge and open up several possibilities for future action. Several programs and partnerships were created, such as:

- **Restructuring and Expansion Plan of UFRN – REUNI.** Reuni-UFRN, approved for the period 2008-2012 by the Ministry of Education, entails the creation of new undergraduate and graduate courses and the expansion of the number of students to 45,000 until 2012. It establishes the expansion of student assistance policies, student and faculty mobility, curricular innovations and social inclusion and hiring of new professors and technical-administrative staff.

- **UFRN's Institute of the Brain.** A direct result of a partnership with the Edmond and Lily Safra International Neurosciences Institute - Associação Alberto Santos Dumont para Apoio à Pesquisa (AASDAP), it is located in the Campus of the Brain in the municipality of Macaíba and is focused on the development of technologies for the recovery of the nervous system function and the brain-machine interaction; it encompasses doctorate course, post-doctorate internship and state-of-the-art scientific and technological research associated to a social project of education towards science and the offer of motherhood-childhood healthcare service to the community.

- **UFRN's International Institute of Physics.** It has as its mission to promote and provide the exchange of scientific knowledge with the international community. Its permanent objectives are to develop and conduct scientific research in the frontier of knowledge in its field of acting and to act decisively for the scientific development of the Country, serving, in its field of knowledge, as a connection between the basic and applied research sectors in strategic areas for the Brazilian economy.



external audience. Examples of such are UFRN's portals, the Integrated System of Academic Administration Management, printed papers, etc. However, with the increase of UFRN's organizational complexity, restructuring of communication processes is needed in order to increase its efficiency.

- UFRN maintains waste management programs, quality control of the water provided for human consumption in UFRN, zoonosis control, energy efficiency and environmental communication and education. It also relies on a station responsible for the treatment and reuse of sewage for irrigation and hydroponics and a temporary waste storage unit to receive chemical and solid residues destined to the solidary selective collection. However, UFRN hasn't established an Integrated System of Environmental Management yet, that would be able to identify the Institution's environmental problems and establish a continuous improvement plan for the reduction or elimination of these problems through an Environmental Policy on the part of UFRN.

- **Digital Metropolis.** It integrates social inclusion of elementary school youth into graduate studies, research and innovation in information technology. This project also includes a *software* engineering course, whose main purpose is to offer higher education to students. The project conception is self-sustainable, uniting the productive sector with the academy, with a view to company incubation and the installation of a technological park.

- **National Science and Technology Institutes (INCTs).** UFRN coordinates 3 institutes: Wireless Communication (INCT-CSF), Brain-Machine Interface (INCEMAQ), in partnership with the Associação Alberto Santos Dumont para Apoio à Pesquisa (AASDAP), and Space Sciences (INEspaço), in partnership with the Aeronautics Technological Institute (ITA).

- **Center of Petroleum and Renewable Energies.** One of the most important poles of excellence in Brazil. It has already graduated more than 1,000 professionals in undergraduate and graduate level. It maintains 40 laboratories of teaching and research and runs 5 Human Resources Programs of the National Petroleum Agency (ANP), in a strong partnership with Petrobrás.

- **Institute of Contemporary Languages, Literatures and Cultures – ÁGORA.** It provides foreign languages courses to UFRN's faculty, technical-administrative staff and students as well as Portuguese language courses to foreign faculty and students. The ÁGORA institute will work in all activities regarding the teaching-learning process of foreign languages, with the possibility of serving specific needs of teaching, research and community service. This dynamism will contribute to the formation of a group of excellence in the region and to provide greater visibility to UFRN in its internationalization effort.

- **Distance Learning Office – SEDIS.** UFRN has approximately 3,000 students enrolled in 7 courses, with 20 poles for support to academic activities. Distance Education fulfills the important roles of expanding the acting of the University through the interiorization and introducing and spreading new information and communication technologies to the whole of UFRN's teaching system.

- **Institute of Tropical Medicine of Rio Grande do Norte – IMTRN.** The main objective is to consolidate, in infectious diseases, the community service, teaching, and research. The strategic goal is the formation of highly qualified human resources in science and technology in the medical field and the generation of a center for diagnosis, treatment and research, particularly in the area of the diseases neglected by centers of more advanced regions. These diseases are also prevalent in Africa and Asia.

- **Institute of Development of Advanced Interdisciplinary Studies – IDEIA** (in project stage). The institute must act in two pivots: (a) the articulation with international institutions aiming to



the exchange among researchers, intellectuals, artists with a view to the internationalization and (b) the articulation between the academic community of UFRN and other Higher Education Institutions with a view to the multidisciplinary knowledge of Rio Grande do Norte and to the elaboration of regional development policies.

- **Restructuring Program of UFRN's University Hospitals – REHUF.** It aims to create material and institutional conditions so that the university hospitals are able to fully perform their duties regarding the dimensions of teaching, research and community service and the dimension of medium and high complexity service provided to the Unified Healthcare System (SUS).

- **Program of Studies and Propositions about the Semiárid** (in project stage). It aims to the institutionalization of systematic studies in order to provide answers to the challenges of articulation, generation of knowledge and proposition of policies for the sustainable development of the Semiárid region. Initially the Program will comprise researchers bound to the Drought Theme Center and to several Graduate Programs, such as Development and Environment, Climate Sciences, Social Sciences and Animal Production.

- **Institutional Program of Continuous Formation of Teachers of the Elementary School Network.** It aims to institutionalize UFRN's social commitment with the improvement of the Public Elementary School in articulation with the public education network and with the network of teachers' formation, such as UFRSA, IFRN and UERN. The Program organizes and offers specific courses in areas demanded by education bureaus and schools and prepares programs and projects of continued actions with follow-up.

- **Development Program in Marine Sciences, Aquiculture and Fishing of the Rio Grande do Norte** (in project stage). It aims to the institutionalization of systematic knowledge in order to provide answers to the challenges of articulation, knowledge generation and proposition of policies for the sustainable development of marine resources, of Aquiculture and Fishing, through the consolidation of its technical undergraduate and graduate courses. To encourage multiple forms of intra and interinstitutional partnerships with a view to the strengthening of actions articulated in network, directed to the broadening of access to the specific infrastructures existent in the spreading through community service actions of teaching and research practices directed to society.





3. THE ROLE OF THE UNIVERSITY IN CONTEMPORANEITY



Human societies have undergone profound structural changes powered by intense scientific and technological transformations accumulated in the last decades. The generalized application of the new communication and information technologies enabled the constitution of worldwide finance and productive systems, the redefinition of traditional forms of organization and the exercise of political power as well as the spreading and the asymmetrical coexistence of multicultural standards among different territories and populations across the world. Practically all life's dimensions have been affected and new references of time and space have emerged, that changed the forms of human perception and experience and implied the intensification and acceleration of the rhythm and the scope of social and cultural interactions.

IN CURRENT "KNOWLEDGE SOCIETY",
EDUCATION AND PRODUCTION OF
KNOWLEDGE OCCUPY A STRATEGIC PLACE IN
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DEVELOPMENT.

Productive processes depend directly on the use of innovative technological knowledge. The technological revolution enabled the constitution of a new economic and productive paradigm, in which the availability of knowledge and information competes in importance with the existence of capital, labor, raw materials and energy. Production of knowledge started to be a differential factor of wealth and power among nations. Science and technique are among the main productive powers and the possession of knowledge and information determines the distribution and the exercise of power among social groups and classes within human communities and defines the nature of the relationship among the different countries of the world.

Large scale use of these information and communication technologies created the technical conditions for the globalization of productive and financial processes. The accelerated rhythms of technological innovations and the advance of the productive system's automation transformed professional qualification requirements. Contradictorily, in the job world, old tendencies to specialization and fragmentation of the work process coexist with the new tendencies that require qualified and cooperative work for the performance of several modalities of versatile functions. Flexibility starts to be an essential requirement in a productive and social environment marked by the need of permanent incorporation of new technologies and processes and the development of new products and services demanded by governments, companies and social movements. The organization and spread of the form and structure of networks of varied nature and scope reinforce the requirement of flexibility in contemporary societies.

In current "knowledge society", education and production of knowledge occupy a strategic place in the construction of more democratic and egalitarian societies, with socially fair and environmentally sustainable development. In this context, universities have become a fundamental place for the conquest and maintenance of hegemony by social classes and political-social blocks. Scientific, technological and cultural production is articulated with the dispute among national development projects in the conditions of globalization of the contemporary world.

In order to meet the demands of the productive system and of socio-cultural changes, production of knowledge has reached unprecedented growth and complexity and caused the intensification of obsolescence tendencies of technological innovations. The academic knowledge reveals itself insufficient, because the solution of the complex problems in contemporary society demands mobilization and convergence of experiences of several areas of knowledge. The interdisciplinary formation becomes a basic requirement with the configuration of a new science model based on change, uncertainty and probabilities.

It's necessary to educate for the constant change, through development and induction of skills and competences of a critical rationality which provides the intellectual willingness for permanent change and production of new knowledge. The process of educational formation must enable development of critical and reasoning capacity, problem solving, adaptation to new situations, to select relevant information and produce knowledge for decision making, in circumstances of accelerated technological and socio-cultural change and permanent expansion of knowledge. In order to do that, it's essential to encourage reading and writing, to foster the exercise of logical thinking and to ensure wide and varied cultural formation. Education must promote formation of creative individuals, capable of creating knowledge from available information and of experiencing citizenship in a wide and increasing fashion.

The 21st century University must find and deliver answers to this set of new challenges, which will be incorporated to the duties taken and historically accumulated of preserving culture and universal knowledge, of providing professional formation and of producing socially relevant science and technology. The University will recover its legitimacy and social acknowledgement when it becomes a social institution, that is the fundamental space for production of knowledge and for acquiring new knowledge. In order to achieve that, it's necessary to find a new structure of academic and professional formation and to renew its faculty practices with the incorporation of new teaching methodologies and new information and communication technologies.

The University has a major role in the affirmation of a development project and of the national sovereignty in the conditions of globalization of the contemporary world. Higher education is responsible for a considerable part of the scientific, technological and cultural production, which qualifies and differentiates the international insertion of the different countries. Access to higher education represents a basic achievement of citizenship rights, turning democratization of knowledge into one of university's most important missions in the social responsibility domain.

The Worldwide Conference on Higher Education, conducted by UNESCO in July 2009 in Paris, considered that Higher Education is a public asset and a responsibility of all governments. The University constitutes a strategic imperative to all teaching levels for its fundamental role in research, innovation and creativity in contemporary societies, and it is its duty to ensure the democratization of access to everyone, to enhance academic quality and to engage in the fight for social justice and democracy.

The University must resort to new technologies and to Distance Learning in order to broaden and democratize access to Higher Education and to contribute to overcome the problem of lack of qualified teachers in Elementary Education. In order to guarantee the access and permanence of all students, financial support and scholarship grant is needed to provide minimum conditions for an academic and professional formation of excellence. In the context of globalization, the University needs to commit itself with the interdisciplinary formation of professionals, professors and researchers, through integration of the different fields of knowledge and regional and international exchange among students, faculty and researchers. Its academic production must be directed to learn and equate at the same time local, regional and global problems.

In the face of the exacerbation of socio-economic and regional inequalities caused by globalization, UNESCO proposes that the University takes on the social responsibility of actively contributing to the reduction of development differences. Proposals include

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the internationalization of scientific, technological and cultural production and the transfer of knowledge between frontiers and towards poor and emerging nations. Higher Education, thus, is a fundamental tool to combat poverty, to eradicate misery and promote economic and social development, through the formation of responsible and active citizens committed to the construction of societies focused on defending peace, human rights and democratic values.

In modern capitalist societies, the university incorporated to its classical functions of production and spread of the universal knowledge, the responsibility for professional formation and for scientific and technological production, becoming a fundamental institution for the economic and social development of all countries.

Brazilian university appeared very lately. Federal universities were created after the second half of the 20th century and only after the 1970s a national system of research and graduate studies was organized, based on Higher Education public institutions. Federal and state universities constitute the main centers of scientific and technological production, and therefore, play a strategic role in the economic and social development and in the construction of a more democratic and egalitarian society in Brazil.

In most developed, emerging and even underdeveloped countries, there is a wide prevalence of a higher education model that is financed by public and governmental funds. Brazilian university system, however, is one of the most privatized in the world and exhibits a role differentiation between the public and private sectors. The Public sector relies on institutions with greater academic complexity and consolidation, developing in an articulated way teaching, research and community service, whereas the private sector is composed in its majority of institutions fundamentally dedicated to teaching activities in areas that require low investment in capital and qualified personnel and enable high profitability rates in meeting demands of higher education formation of operational and instrumental nature for companies and the job market.

In Brazil, public Higher Education institutions, especially the federal universities, are responsible for the finest in graduate teaching and in scientific research development, representing a reference of quality in undergraduate teaching in all areas of knowledge and in all of the country's regions.

The acting of federal higher education institutions (IFES) is indispensable for the democratization of access, for the expansion of undergraduate teaching, for the existence and development of formation in human sciences, arts and culture and in basic sciences and for the formation of professionals in scientific and technological areas that are crucial for a national development project, that requires the increasing and constant modernization of the productive sector and the existence of professions requiring advanced scientific and technological content.

IFES are also privileged field for the experience of new models of formation and innovation in the academic structure, with the creation of bachelor degrees and interdisciplinary licenses, formation in cycles, new tendencies in the organization of higher education in various countries of the world. The presence of the federal universities in all states of the country creates conditions for the development of a graduate and research policy that contributes for a project of economic and social development whose goal is overcoming regional inequalities and enabling a better balance among the federal states.



In Brazil, with society marked by profound economic and social inequalities among its regions and social classes, public IFESs are essential for the formulation and execution of public policies in social areas, such as the public health system and the formation of teachers for Elementary Education, and in areas that provide scientific development and technological innovation, such as engineering, agronomy, renewable energies, environment and climate, transportation, public security, as well as production and advertising of art and culture.

IFESs' role is still more important in the Northeastern region, that in the last decades experienced an intense process of selective modernization in its economic and social structure. Governmental actions and expressive public financing, after the creation of SUDENE, enabled the technological modernization and the establishment of industrial sectors that were integrated to the productive chains of the dynamic centers of the Brazilian economy located in the Southeastern region and also of the worldwide economy. In this process the organization of the petrochemical industry in Bahia, of textile and clothing industry in Ceará, of intermediate goods industry in Pernambuco, of petroleum and natural gas and non-metallic minerals extractive industry in Rio Grande do Norte and in Sergipe and of the steel industry in Maranhão stand out. And the economic activities derived from the modern irrigated fruit culture for export stand out in the humid valleys in Petrolina (PE) and Juazeiro (BA) and in the Açu valley region and of the Apodi region and Mossoró in Rio Grande do Norte. In addition, there has been a major development of touristic activities in all Northeastern coast and the constitution of a diversified and modern service and civil construction sector in the metropolitan regions of Northeastern capitals, that concentrate the great majority of economic activities and populational distribution.

FEDERAL AND STATE UNIVERSITIES CONSTITUTE THE MAIN CENTERS OF SCIENTIFIC AND TECHNOLOGICAL PRODUCTION, AND THEREFORE, PLAY A STRATEGIC ROLE FOR THE ECONOMIC AND SOCIAL DEVELOPMENT AND FOR THE CONSTRUCTION OF A MORE DEMOCRATIC AND EGALITARIAN SOCIETY IN BRAZIL.

IN THE NORTHEASTERN COUNTRYSIDE, THE PRODUCTIVE STRUCTURE, MARKED BY THE GREAT CONCENTRATION OF LAND PROPERTY AND THE SMALL-SCALE FAMILY PRODUCTION, DOES NOT ENSURE THE PRODUCTION OF ENOUGH SOCIAL WEALTH TO GUARANTEE THE SURVIVAL OF THESE POPULATIONS DURING THE FREQUENT DROUGHT AND DRYNESS PERIODS.

Selective modernization created a diminished number of urban and rural dynamic, economic poles in a general context of backwardness and economic and social stagnation of the productive structure and of the populations located in the semiarid region, that constitutes the biggest share of the Northeastern region territory. The vast majority of the transformation industry is comprised of micro and small businesses with low technology intensity in their productive and organizational processes. In the cities, there is a large population contingent that cannot get a job or that finds informal and eventual employment, in addition to the significant number of people that are self-employed. In almost the totality of small and medium-sized municipalities, social and economic existence relies on municipal and state public administration, on governmental income transfers, on small businesses, on social security income of retirees and on federal resources of social policies aimed at fighting poverty. In the Northeastern countryside, the productive structure, marked by the great concentration of land property and the small-scale family production, does not ensure the production of enough social wealth to guarantee the survival of these populations during the frequent drought and dryness periods. Consequently, the Northeastern region displays a social environment of extreme poverty of the majority of its population, followed by a high unemployment and informality rate in the occupation of its urban and rural work force, translated into the worst national social indicators, such as the illiteracy rate, unemployment rate, child mortality rate and family income.

Rio Grande do Norte reproduces these structural tendencies. The economic and social dynamics is concentrated in the metropolitan region of Natal and in Mossoró, where the majority of the public administration activities as well as the modern and diversified service sector are located and that have been absorbing investment for the industrialization and technological modernization of the industrial sector. The industrial sector is comprised of a high number of micro and small businesses with low technological level and a small number of large and medium-sized companies that require production processes with high technology and qualified work force.

In the modern sectors of the economy, integrated to the national and worldwide capitalist production and circulation circuits, there is a clear economic prominence of the petroleum and natural gas extractive industry, that is followed by the irrigated fruit culture,

shrimp culture, non-metallic mineral extractive industry, textile and clothing industry, touristic activities, civil construction, food and urban services. The majority of the territory is located in the semiarid and shelters some local productive arrangements, bound to the traditional economy and with low integration to the national and international economy, dedicated to the production and processing of cashew nuts, to ceramic products, sheep and goat husbandry, beekeeping, aquiculture and craftwork, in addition to traditional agriculture and cattle-raising activities performed by the small family property.

This selective and excluding capitalist modernization creates a social structure that excludes large parts of the population from the job market, condemning them to survive under intense and generalized poverty given the impossibility of obtaining an income and a job that ensures minimally dignified consumption and social existence standards. There is a great number of people that don't have access to basic health and education services, as well as to professional qualification opportunities, elementary conditions for practicing citizenship. The whole of these elements explain the existence of the dire social indicators that historically characterize the potiguar society and constitute one of the major challenges to be faced in Rio Grande do Norte.

In this context, Higher Education federal universities and institutions represent one of the necessary conditions so that Brazilian society materializes the positive prognoses of current tendencies that point to an economic and social development that promotes income and the national wealth distribution and consolidates democracy through the universalization of citizenship and social justice for all Brazilians. Public IFESs play a major role in promoting regional and national development, and are essential for raising Brazil to a leadership position in the international scenario.

These are the formulations of the main characteristics and tendencies of the historical context for the achievement of UFRN's mission and institutional goals during the validity of this Institutional Development Plan.

PUBLIC IFESs PLAY A STRATEGIC ROLE IN PROMOTING REGIONAL AND NATIONAL DEVELOPMENT, AND ARE ESSENTIAL FOR RAISING BRAZIL TO A LEADERSHIP POSITION IN THE INTERNATIONAL SCENARIO.





4. FUTURE PERSPECTIVE



A UNIVERSITY WITH INTERNATIONAL PRESENCE AND SUSTAINABILITY OF ITS ACTIONS, WITH WIDESPREAD USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN ACADEMIC PRACTICES, CURRICULAR FLEXIBILITY IN THE FORMATION AND INTERNAL AND EXTERNAL MOBILITY, KEEPING THE OFFER OF COURSES IN STRATEGIC AREAS AND QUALITY FORMATION WITH NEW MODES AND CONTINUED EDUCATION AND BEING A REFERENCE IN PRODUCTION OF KNOWLEDGE IN BORDER AND STRATEGIC AREAS FOR THE SOCIOECONOMIC DEVELOPMENT, PURSUING INNOVATION, WITH CLOSE INTERACTION WITH SOCIETY, PUBLIC AUTHORITIES, THE PRODUCTIVE SECTOR AND SOCIAL MOVEMENTS, FOMENTING PUBLIC POLICIES AND SHARING KNOWLEDGE.





5. GOALS

The University's general goals for 2010-2014 are focused on citizen formation, based on ethics, pluralism, democracy, contemporaneity and its mission. They involve the formation of values, introduce its actions in moral, cultural, scientific and technological order that struggle to account for changes in society. Their interventions are aimed at:

- 1. assessing the operational strategies of knowledge**, so that interdisciplinarity and teaching-research-community service interrelations are performed according to the contemporary needs of the technical-scientific formation and the demands of the new sense of knowledge;
- 2. incorporating**, to teaching practices, an epistemological view that accounts for the complex nature of formal and informal, scientific and traditional knowledge, and that promotes a shift in focus of the teaching-learning activity to understanding the pedagogical act as a process of formation of the educator and the educatee;
- 3. maximizing the principle of flexibility and preparing professors**, technical-administrative staff and alumni for multicultural interactions, needed to internal and external mobility,

through credit transfer and mobility among UFRN's courses, programs and *campi*, as well as among other national and international Higher Education institutions;

- 4. preparing faculty, technical-administrative staff and alumni** so they are able to select and learn the new information and communication technologies in the teaching-learning process and in research and community service activities;
- 5. strengthening UFRN's acting in strategic areas** for the development of Rio Grande do Norte, the Northeastern region and the Country;
- 6. enhancing university management**, consolidating the process of planning and evaluation and of the information systems, with state-of-the-art technology, so that they serve the administrative, academic and human resources areas with efficiency, efficacy and effectiveness;
- 7. incorporating to academic practices and to administrative actions** the principle of sustainability: environmentally correct, economically viable, socially fair and culturally accepted.

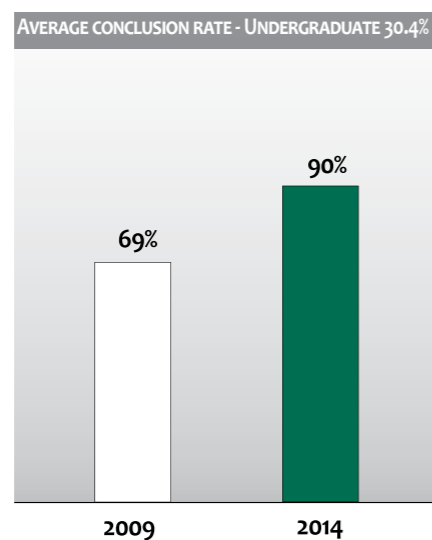
THE UNIVERSITY'S GENERAL GOALS ARE FOCUSED ON THE FORMATION OF THE CITIZEN, BASED ON ETHICS, PLURALISM, DEMOCRACY, CONTEMPORANEITY AND ITS MISSION.



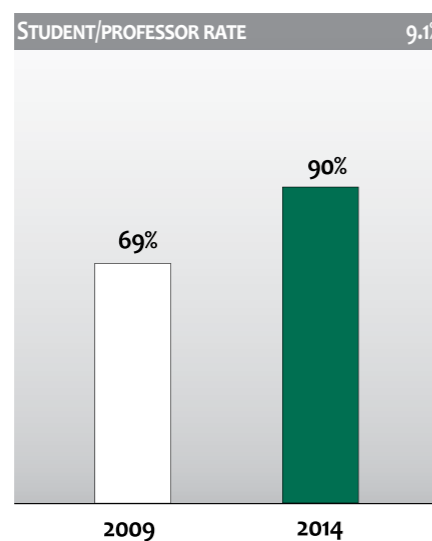


6. GLOBAL GOALS

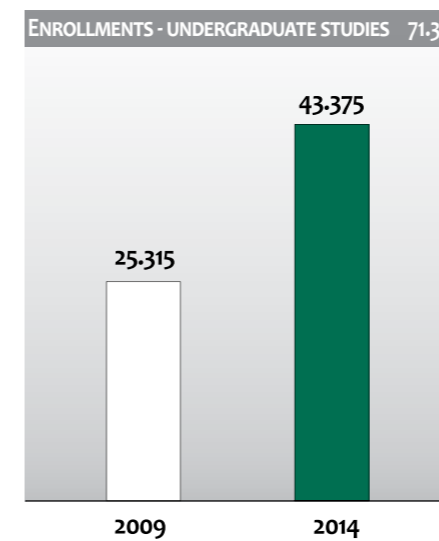
1. INCREASE OF THE AVERAGE CONCLUSION RATE OF UNDERGRADUATE COURSES IN 30.4%, from 69% in 2009 to 90% in 2014, with quality formation, adopting flexible and integrative formation models, diversified formative itineraries and creating mechanisms for the permanence of the students throughout the course's regular duration, respecting the diversity of the courses and the specificities of knowledge areas.



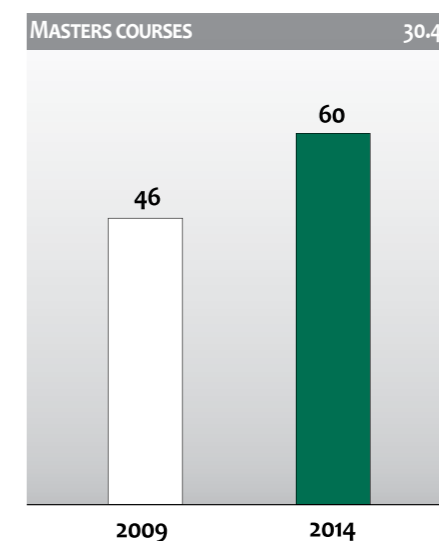
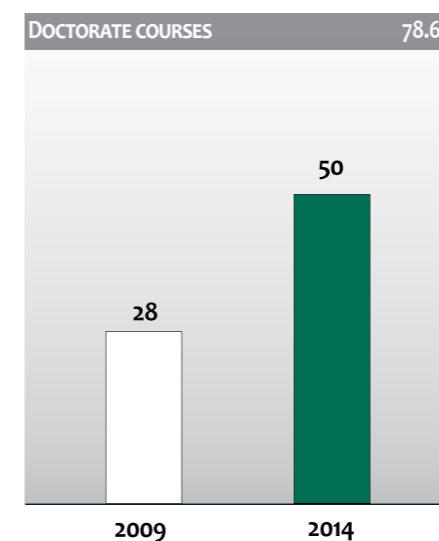
2. INCREASE OF THE [STUDENT/PROFESSOR] RATE IN 9.1%, from [16.5/1] in 2009 to [18/1] in 2014, respecting the courses' specificities, adopting information and communication technologies, maintaining quality formation and incorporating the principle of the pedagogical act as a formative process of educator and educatee.



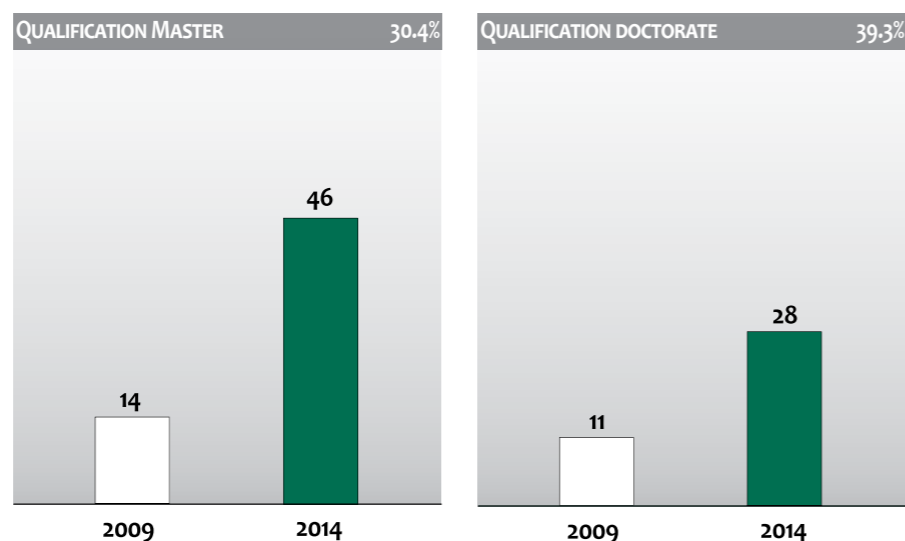
3. EXPANSION AND RESTRUCTURING WITH ACADEMIC QUALITY OF THE UNDERGRADUATE STUDIES ENROLLMENTS IN 71.3%, from 25,315 in 2009 to 43,375 in 2014, with 10,077 presential and 7,983 in distance education, effectively filling empty vacancies and fulfilling UFRN's institutional mission.



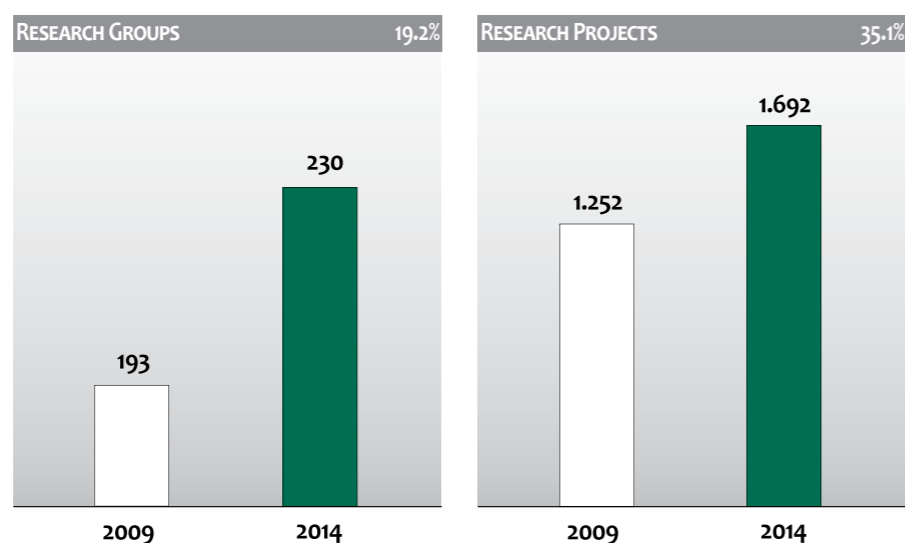
4. EXPANSION OF THE STRICTO SENSU GRADUATE STUDIES SYSTEM, with increase of 48.6%, from 74 courses in 2009 to 110 in 2014, while the expansion of the doctorate courses will be of 78.6%, from 28 in 2009 to 50 in 2014, and the masters courses expansion will be of 30%, from 46 in 2009 to 60 in 2014, keeping quality and excellence levels and offering courses in strategic areas for the socio-economic development.



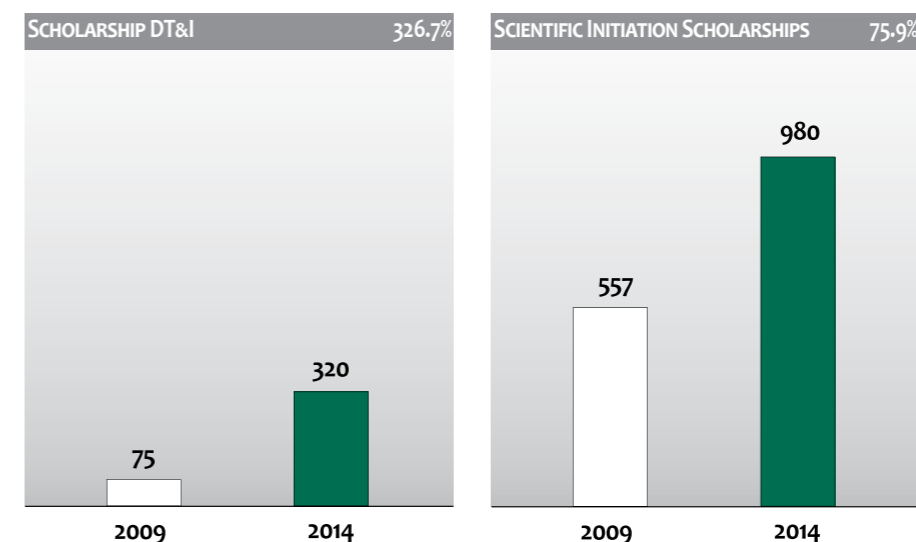
5. GRADUATE SYSTEM QUALIFICATION, with inductive policies aimed at strengthening programs, raising CAPES evaluation in, at least, 30.4% of master's level courses, that corresponds to 14 of the 46 courses offered and in, at least, 39.3% of doctorate level courses, that corresponds to 11 of the 28 courses offered, raising the quality of graduate and research teaching, in search of academic excellence.



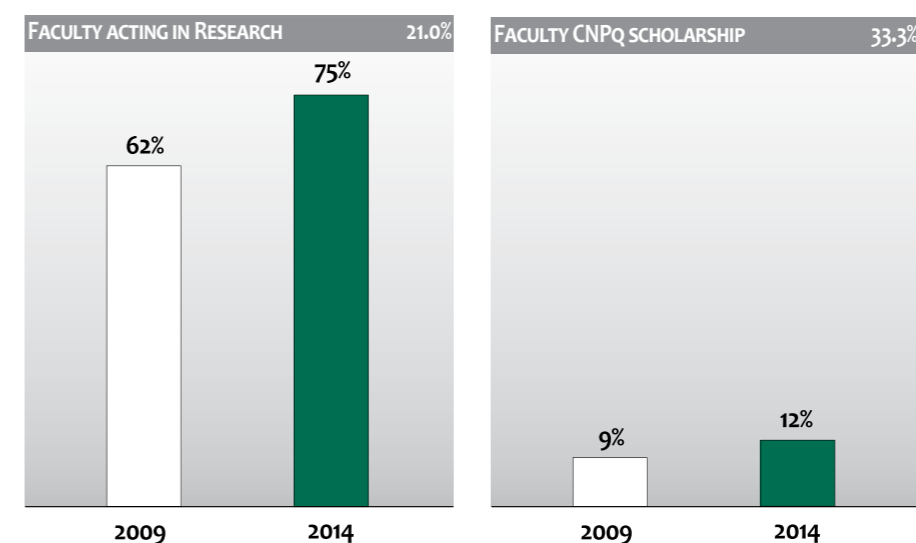
6. EXPANSION OF RESEARCH GROUPS IN 19.2%, from 193 in 2009 to 230 in 2014 and of the number of Research Projects in 35.1%, from 1,252 in 2009 to 1,692 in 2014, consolidating the teaching-research-community service integration, with a view to the internationalization, the increase of quality in graduate studies, and to state-of-the-art research with multidisciplinary approach.



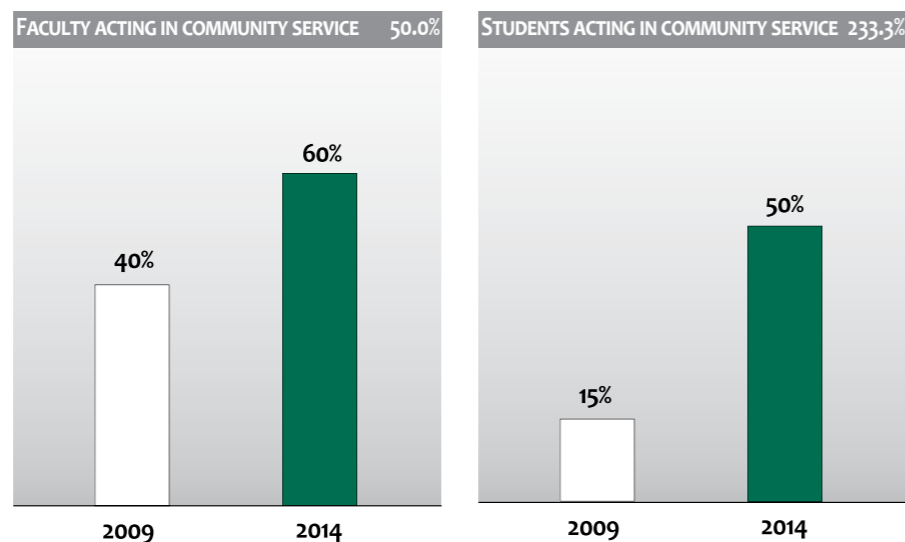
7. EXPANSION OF THE NUMBER OF TECHNOLOGICAL DEVELOPMENT AND INNOVATION SCHOLARSHIPS IN 326.7%, from 75 in 2009 to 320 in 2014 and of the number of Scientific Initiation Scholarships in 76%, from 557 in 2009 to 980 in 2014, with a view to the prospection and the formation of human resources for the Science and Technology, contributing to the integration among teaching, research and community service and to the improvement of the conditions of permanence of the student and of the success rate.



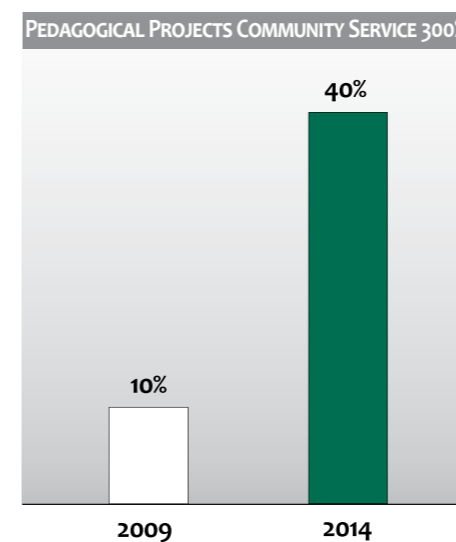
8. EXPANSION OF THE PERCENTAGE OF THE FACULTY ACTING IN SCIENTIFIC AND TECHNOLOGICAL RESEARCH IN 21%, from 62% in 2009 to 75% in 2014 and of the percentage with CNPq productivity scholarship in 33.3%, from 9% in 2009 to 12% in 2014, increasing the quality of the scientific and technological production and of the undergraduate and graduate education.



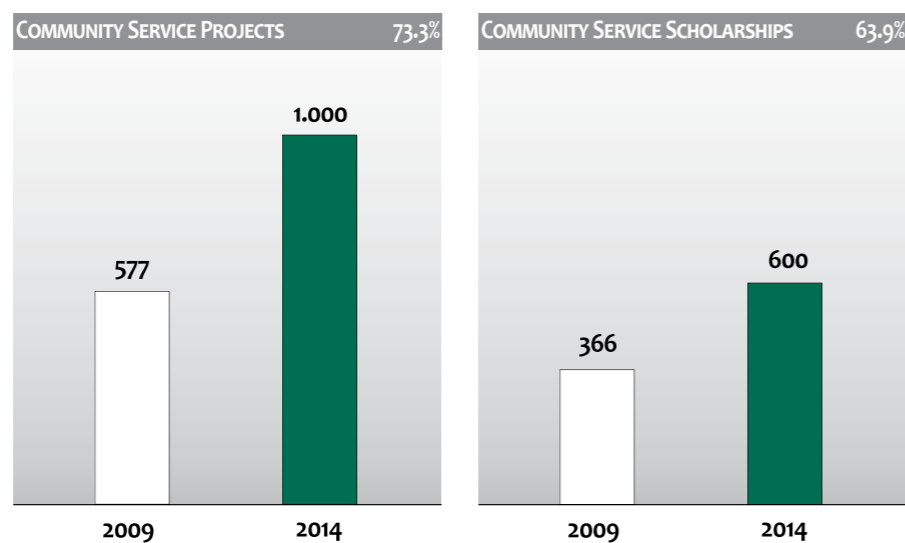
9. EXPANSION OF THE PERCENTAGE OF FACULTY ACTING IN COMMUNITY SERVICE IN 50%, from 40% in 2009 to 60% in 2014 and of the percentage of the Student Body acting in community service actions in 233%, from 15% in 2009 to 50% in 2014, providing more enabling conditions and respecting the plurality of ideas and interests present in the university environment.



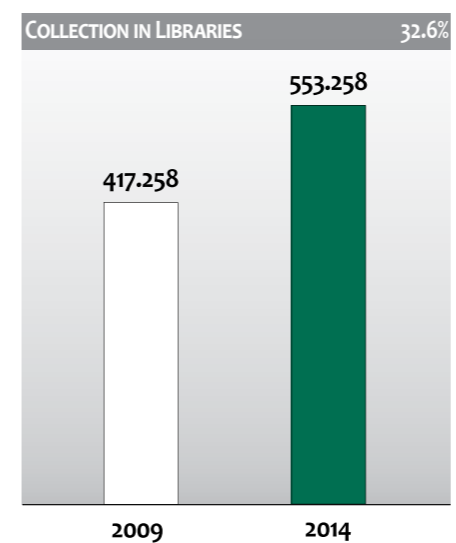
11. EXPANSION OF THE NUMBER OF PEDAGOGICAL PROJECTS OF COURSES WITH COMMUNITY SERVICE'S INSTITUTIONALIZED ACTIONS IN 300%, from 10% in 2009 to 40% in 2014, with a view to the integration of community service actions to teaching and research promoting the insertion into the social reality, exchanging formal and informal, scientific and traditional knowledge, and promoting the pedagogical act as a process of formation of the educator and the educatee.



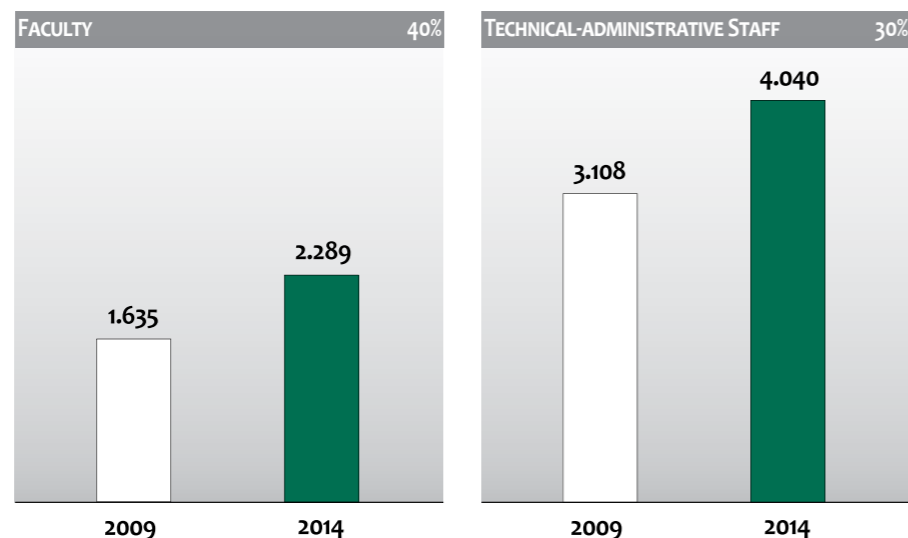
10. EXPANSION OF COMMUNITY SERVICE PROJECTS IN 73.3%, from 577 in 2009 to 1000 in 2014 and of the number of Community Service Scholarships in 63.9%, from 366 in 2009 to 600 in 2014, contributing to changes in thinking and in university practices, with a view to the construction of a more solidary society.



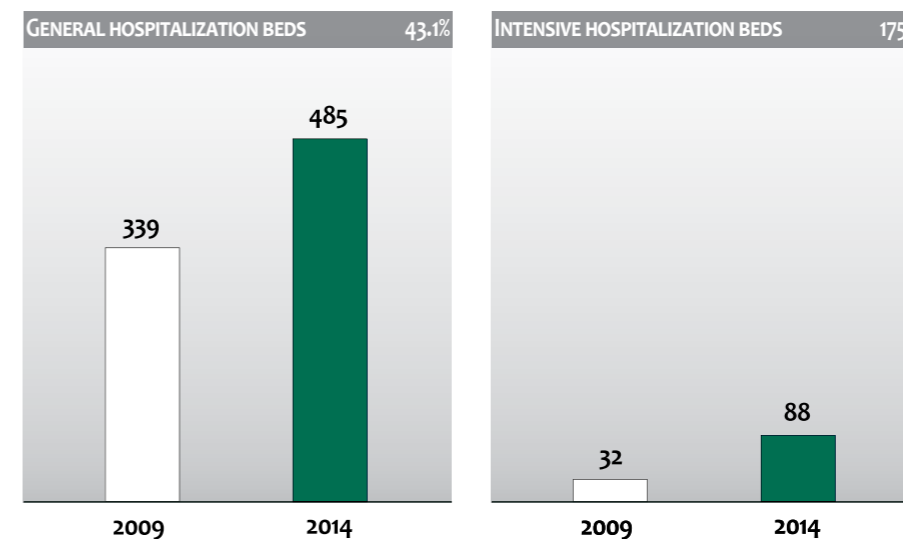
12. EXPANSION OF THE COLLECTION IN LIBRARIES IN 32.6%, from 417,258 informational materials in 2009, to 553,258 in 2014, providing informational support to the academic activities and contributing to the generation of products and services of information in Science, Technology and Innovation.



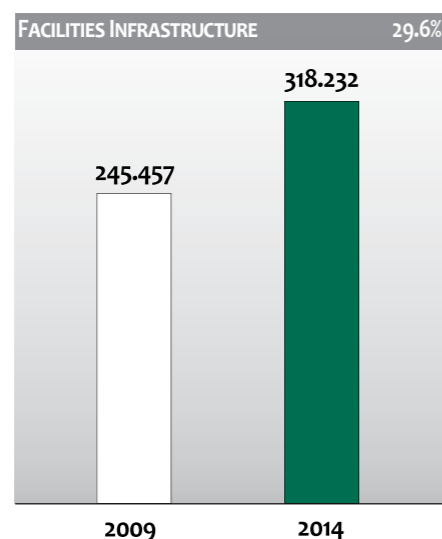
13. EXPANSION OF FACULTY IN 40%, FROM 1,635 IN 2009 TO 2,289 IN 2014 AND OF THE TECHNICAL-ADMINISTRATIVE STAFF IN 30%, from 3,108 in 2009 to 4,040 in 2014, observing, respectively, the board of equivalent professors and the frame of reference, contributing to intensify UFRN's qualification actions in the socio-economic development, fulfilling its Institutional Mission.

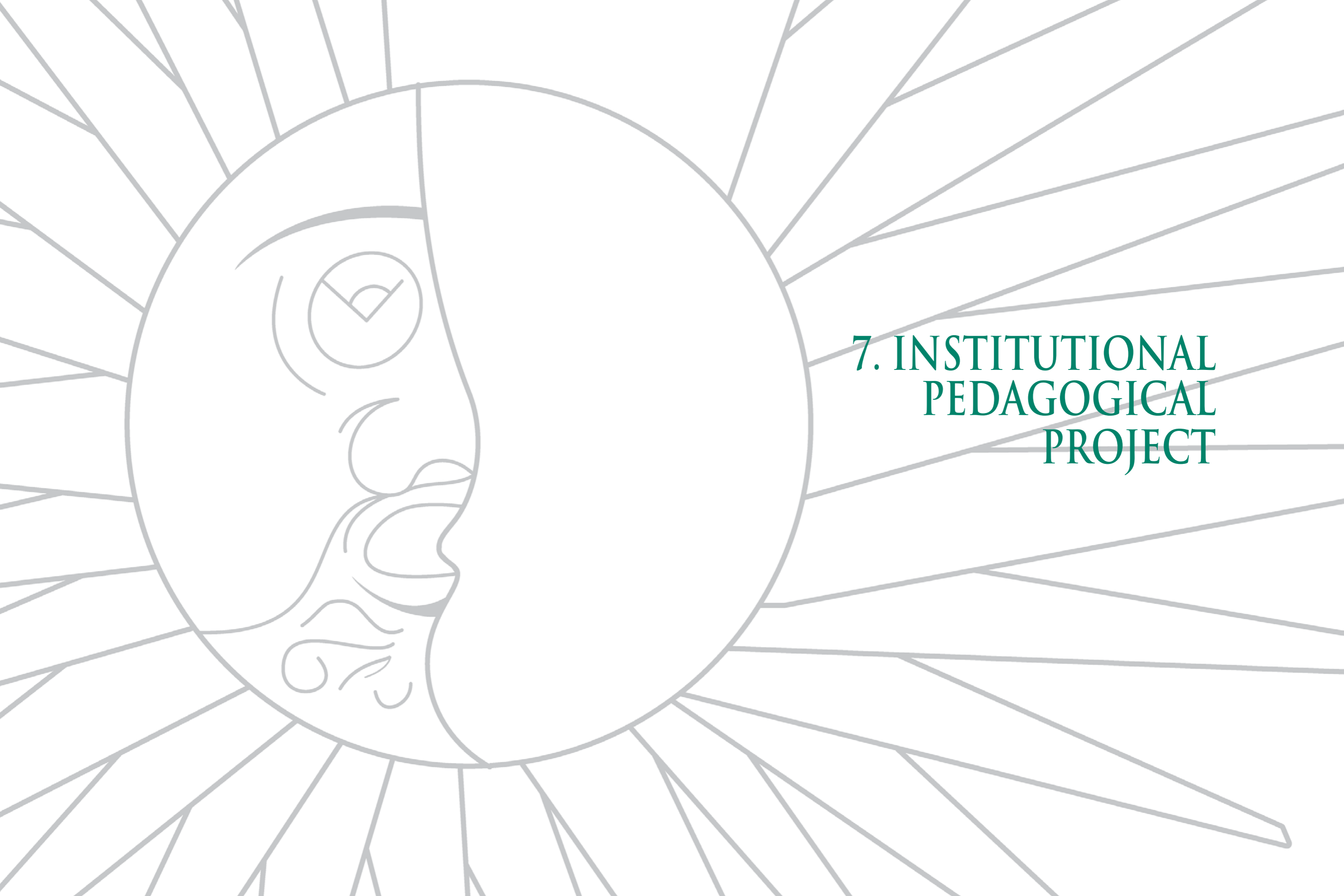


15. REESTRUCTURING AND EXPANSION OF THE SERVICE CAPACITY OF UNIVERSITY HOSPITALS, with increase of general hospitalization beds in 43.1%, from 339 in 2009 to 485 in 2014 and of intensive hospitalization beds (ICU) in 175%, from 32 in 2009 to 88 in 2014, in order to enable it to fully perform its duties regarding the dimensions of teaching, research and community service and to the dimensions of medium and high complexity service to the Unified Health System.

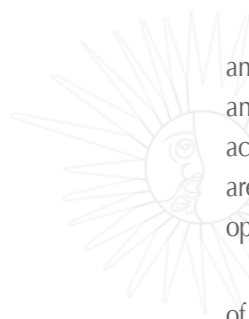


14. EXPANSION OF THE INSTALLED, ACADEMIC AND ADMINISTRATIVE FACILITIES INFRASTRUCTURE, IN 29.6%, from 245,457 m² in 2009 to 318,232 m² in 2014, providing support to the teaching, research and community service activities.





**7. INSTITUTIONAL
PEDAGOGICAL
PROJECT**



The Institutional Pedagogical Project (PPI) is a planning tool and determines the goals and means of the University's pedagogical action. PPI is a result of political, administrative and legal thinking and decisions, and establishes the strategies of anticipation of the academic actions to build the future reality of UFRN. Therefore, it conveys priorities that are embedded in the characteristics of the Institution, in the demands and the possibilities opened by the context and its time.

UFRN aims to guarantee, through the Institutional Pedagogical Project, the reassessment of its academic-administrative actions, adopting contemporaneity paradigms and respecting the importance of the work developed throughout its history.

To insert into contemporary circumstances does not mean, however, the radical change of its characteristic. It corresponds to the updating and expansion of its strategies and the wide acceptance of the vast diversity that characterizes its academic work opportunities.

The resulting academic policy must shelter the theoretical-methodological option that unifies the concept of Education, the concept of Teaching-Learning, the concept of Evaluation and the concept of Curriculum that are, at the same time, the hallmark of the Institution and its guide, its utopia.

Modern times require that the introduction of the ideas of interdisciplinarity and teaching-research-community service indivisibility takes place through new flexibilization parameters. The University commits itself, therefore, to reassessing its knowledge production strategies.

UFRN's Institutional Pedagogical Project is an institutional reference document for the execution of the academic policy that shall guide the restructuring of the undergraduate courses' pedagogical projects, of the Graduate studies policy that leads to enhancement of taught programs, of the Research policy that enables the effective insertion of the University into the socioeconomic and cultural reality of the State and of the Community Service policy that translates the Institution's actual social commitment to the local and regional community.

The fundamental methodological principle that guides all pedagogical activities is flexibility, communicating with ample and diversified competences required by the job world and, above all, with the new challenges of the "knowledge society". This concept entails the ideas of: (1) indivisibility: development of teaching, community service and research activities integrated to the formal activities relevant to curricular content. This means that all community service and research activity must be developed as part of the curricular activities described in the courses, with their workload and evaluation calculated in the curricular components involved; (2) interdisciplinarity: integration of contents into the development of study of a certain theme or conceptual axis, with their workload and evaluation calculated in the curricular components involved; (3) formation integrated to social reality: in addition to the solid theoretical formation, UFRN commits itself to the formation of the citizen, integrating contents to current social reality, emphasizing inclusion policies, equality of access and respect to socioeconomic differences and to those related to special educational needs individuals, taking these differences as part of the characteristics that unify the work at UFRN; (4) theory-practice articulation: overcoming of the theory-practice dichotomy, performed, mainly, in the internship and community service curricular activities.

MODERN TIMES REQUIRE THAT THE INTRODUCTION OF THE IDEAS OF INTERDISCIPLINARITY AND TEACHING-RESEARCH-COMMUNITY SERVICE INDIVISIBILITY TAKES PLACE THROUGH NEW FLEXIBILIZATION PARAMETERS. THE UNIVERSITY COMMITS ITSELF, THEREFORE, TO REASSESSING ITS KNOWLEDGE PRODUCTION STRATEGIES.

7.1. TEACHING POLICY

UNDERGRADUATE STUDIES' TEACHING

The new concept of the educational process expresses that teaching can no longer be reduced to "classroomization" of knowledge, that is, to the understanding that the teaching-learning process is measured only in terms of work load spent on classroom by means of lecture activities. This process, once strongly established in the faculty perspective – in the passive-reproductivist teaching-learning - must shift its focus for the mediation in the knowledge appropriation process, establishing fundamental interactions and exchanges between professors and students in an interdisciplinary and multireferenced curricular dynamics.

The educational process must be grasped by the student and can take place in different forms. The student can grasp the content of his/her course in theoretical activities and, under professorial guidance, in research and/or experimental activities, in the field, in labs, in libraries, or in activities in supervised internships and professional practices. For this purpose, it's imperative the combination of methodologies adopted in presential teaching and distance learning.

Even in a theoretical activity, the professor will be able to diversify and flexibilize his/her academic-pedagogical activities, distributing the students' work load among presential classes, non-presential and other activities.

Another aspect of the new concept of the educational process is the understanding that higher education necessarily involves the individual study, whose duration far exceeds the actual academic work planned in the pedagogical projects of the courses.

The University commits itself to reassessing learning process strategies, with the reorganization of the undergraduate courses in order to contemplate the construction of new formative itineraries, taking into account the incorporation of principles such as flexibilization, student mobility, interdisciplinarity, overcome of precocious specialization, scientific and technological innovation and the indivisibility among teaching, research and community service.

Significant and flexible curricular innovations entail the construction of diversified formative itineraries and the adoption of integrated curricula that promote the interaction between courses' contents and formation levels. Followed by a significant reduction of prerequisites and compulsory contents, one may reach flexibility indexes that enable differentiated opportunities of curricular fulfillment.

In order to face these new challenges, UFRN must perform:

1. the strengthening and spreading of curricular flexibility in the pedagogical projects of the undergraduate courses, committing itself with a solid theoretical formation articulated to professional and social practice, with interdisciplinarity and dialogue among the different fields of scientific, everyday and traditional knowledge. This flexibilization will also enable interfaces between the courses in order to allow the student to build a widened and diversified formative path, grasping knowledge, skills and aptitudes which shall consolidate competences to be constructed in teaching, research and community service;

THE UNIVERSITY COMMITS ITSELF TO REASSESSING LEARNING PROCESS STRATEGIES, WITH THE REORGANIZATION OF THE UNDERGRADUATE COURSES IN ORDER TO CONTEMPLATE THE CONSTRUCTION OF NEW FORMATIVE ITINERARIES, TAKING INTO ACCOUNT THE INCORPORATION OF PRINCIPLES SUCH AS FLEXIBILIZATION, STUDENT MOBILITY, INTERDISCIPLINARITY, OVERCOME OF PRECOCIOUS SPECIALIZATION, SCIENTIFIC AND TECHNOLOGICAL INNOVATION AND THE INDIVISIBILITY AMONG TEACHING, RESEARCH AND COMMUNITY SERVICE.

DISTANCE LEARNING GUIDING PEDAGOGICAL PROJECT MUST FAVOR INTERDISCIPLINARITY AND THE CONTEXTUALIZATION OF CONTENTS AND CONFORM TO THE DEVELOPMENT OF DIDACTICAL MATERIALS, ENABLING DIALOGUE AND THINKING, IN ORDER TO FACILITATE THE CONSTRUCTION OF KNOWLEDGE AND TO MEDIATE THE INTERLOCUTION BETWEEN PROFESSORS AND STUDENTS.

2. **the creation of diversified spaces of formation in the undergraduate courses**, enabling the development of practical activities in environments external to the University and favoring integration to social reality;
3. **the encouragement to the development of pedagogical practices** with the application of resources from the new teaching and learning supporting technologies;
4. **the encouragement to student mobility**, through the utilization of the work load and the acquired knowledge with the circulation of students among courses, programs and higher education institutions;
5. **the updating of the pedagogical projects**, respecting diversity and specificity of courses and knowledge areas, with curricular changes that contemplate the demands of the advancement of knowledge, of technology, of the market and reduction of work load necessary to curricular integralization and to the consequent reduction of undergraduate courses' duration;
6. **the encouragement to the articulation between the pedagogical projects of the licence courses**, in order to strengthen the bonds between UFRN and the State and Municipal Education Systems.

DISTANCE EDUCATION

Through the Distance Learning perspective, "to teach" is to organize content for learning; to plan and propose activities; to encourage the search for information sources and to aid in selection of relevant contents; to foster thinking; to favor the formation of concepts; to provide a significant learning for the student. Distance Learning deals directly with the development of the technological culture, that must also be used in non-distance learning activities. For this reason, the distance learning policy has two trends: distance education actions and presential actions with use of technology.

Distance learning guiding pedagogical project must favor interdisciplinarity and the contextualization of contents and conform to the development of didactical materials, enabling dialogue and thinking, in order to facilitate the construction of knowledge and to mediate the interlocution between professors and students. Communication system must promote a strong interaction between student, professors and tutors, enabling easy access through multiple communication means and tools.

These principles must be achieved with a view to:

1. **the expansion of the offer of licence degrees in order to meet regional demands**, as to the formation of professors and of other undergraduate courses, observing institutional vocation, regional needs and social relevance;
2. **the offer of lato and stricto sensu graduate courses**, in order to meet internal and external demands;
3. **the offer of community service courses in order to meet academic demands**, of society and of formation of managers to UFRN;
4. **the creation of research groups**, having Distance Education as object of study, enabling improvement of the quality of actions.



GRADUATE EDUCATION

The Universidade Federal do Rio Grande do Norte, in order to reinforce the policy of improvement of its academic quality, has as one of its principles the enhancement of performance of graduate activities. Thus, it focus on the consolidation of the Programs under development, appreciating the maintenance of already achieved levels of excellence, and induces the growth of the system in order to contemplate the creation of new programs in strategic areas for the national development, while keeping the regional focus.

Therefore, the creation of new courses in areas such as Development and Technological Innovation in Pharmaceuticals, Development and Environment, Science and Engineering of Materials, Science and Engineering of Petroleum, Neurosciences, Climate Sciences, among others, confirms the policy of development with close connection with regional vocations, research and community service in UFRN.

Understanding that the graduate system involves asymetries and has characteristics which follow the diversity of knowledge areas, its growth policy shall be based on three basic, well articulated principles: (1) consolidation and improvement of the quality of ongoing programs; (2) expansion of the system, referenced in strategic areas and (3) expansion of integrative actions with the undergraduate courses, encouraging production of knowledge.

The articulation of these principles will be accomplished through:

- 1. the supervision and continuous evaluation** of the conditions of offer and quality of programs, based on area criteria;
- 2. the execution of actions promoting enhancement of the programs**, in the perspective of the academic excellence, in compliance with the evaluation and regulations established by CAPES;
- 3. the encouragement to the integration between programs**, with a view to the institutional cooperation;
- 4. the improvement and modernization of the infrastructure of teaching and research environments**, with the guarantee of sharing of laboratories and equipment, in the multiusers logics;
- 5. the encouragement to the academic cooperation in articulation with research groups**, with a view to the national reference, international insertion, the establishment of research networks with exchange in the graduate system and the search of an international standard in formation;
- 6. the institutionalization of mechanisms to guarantee the academic mobility** between national and foreign Higher Education institutions;
- 7. the creation of new programs in strategic areas**, with focus on regional development;
- 8. the expansion of existent programs, with the creation of new courses**, preferably in doctorate level.

UNDERSTANDING THAT THE GRADUATE SYSTEM INVOLVES ASYMETRIES AND HAS CHARACTERISTICS WHICH FOLLOW THE DIVERSITY OF KNOWLEDGE AREAS, ITS GROWTH POLICY SHALL BE BASED ON THREE BASIC, WELL ARTICULATED PRINCIPLES: (1) CONSOLIDATION AND IMPROVEMENT OF THE QUALITY OF ONGOING PROGRAMS; (2) EXPANSION OF THE SYSTEM, REFERENCED IN STRATEGIC AREAS AND (3) EXPANSION OF INTEGRATIVE ACTIONS WITH THE UNDERGRADUATE COURSES, ENCOURAGING PRODUCTION OF KNOWLEDGE.



7.2. RESEARCH POLICY

Current Research Policy is structured in three guiding principles:

- 1. Structuring of Scientific and Technological Research and Innovation for Social Development.** UFRN is actively seeking the insertion of qualified research and identified with the socioeconomic interests of the State of Rio Grande do Norte, while maintaining its acting on the development of projects promoting the production of universal knowledge. It stands out in the study of strategic areas for regional development, with the viewpoint of the semiarid inserted in research and sustainable conservation and exploration of hydric resources, including continental and oceanic waters, energy area with focus on petroleum and gas and renewable energy sources, aquiculture, mining and salt sector, health and governance public policies, security, environment, tourism and education and state-of-the-art areas such as neurosciences, biotechnology and nanotechnology.
- 2. UFRN insertion in the National Science, Technology and Innovation System.** UFRN is preparing to protect its intellectual production and to advance in the interaction between university and economically relevant sectors. This principle strongly tackles the bottlenecks which limit the local technical-scientific progress, providing social and innovative technologies that strengthen the acting of organized social movements, governmental authorities and industrial and business sectors.
- 3. Networks and Centers for Research Consolidation.** It entails the human resources formative role for scientific and technology research and the mediating role in supporting research groups. The human resources formation policy must incorporate actions to guarantee the future attraction of researchers and to encourage students to academic and professional careers which demand solid academic formation in research. These actions are expanded with the management of programs from national

UFRN IS ACTIVELY SEEKING THE INSERTION OF QUALIFIED RESEARCH AND IDENTIFIED WITH THE SOCIOECONOMIC INTERESTS OF THE STATE OF RIO GRANDE DO NORTE, WHILE MAINTAINING ITS ACTING ON THE DEVELOPMENT OF PROJECTS PROMOTING THE PRODUCTION OF UNIVERSAL KNOWLEDGE.

UNIVERSITY COMMUNITY SERVICE IN UFRN IS STRUCTURED AS AN ACTIVITY FOCUSED ON PROMOTING THE TRANSFORMING INTERACTION BETWEEN THE UNIVERSITY INSTITUTION AND OTHER INSTITUTIONS AND SOCIAL MOVEMENTS, MEDIATED BY SCIENTIFIC, CULTURAL, EDUCATIONAL AND ARTISTIC PROCESSES.

development agencies and authorities. As to the mediating role in support to the groups, the actions must favor the already consolidated groups and offer opportunities of physical infrastructure and financial resources to beginning groups. It also includes the need of identification of the multifaceted interactions of research and the creation of study environments and discussion of transdisciplinary horizontal themes.

These principles will be achieved through:

- 1. the consolidation of the policy of innovation, emphasizing the role of the Technological Innovation Center**, for acting in Intellectual Property Management, in Science, Technology and Innovation (CT&I) and in institutionalization of the Policy of Innovation and Technology Transfer;
- 2. the articulation and active participation in the development of a Technological Park** and in the structuring of a Junior Companies Headquarters, with support to the creation and maintenance of Incubators;
- 3. UFRN's insertion into the Brazilian Technology System (SIBRATEC)**, in its three domains: Technological Community Service, Technological Services and Innovation Centers;
- 4. the support to the National Science and Technology Institutes (INCT)** coordinated by UFRN, as well as the integration of their researchers with the other national INCTs;
- 5. the expansion and qualification of the human resources formation program** for research with strong articulation with graduate studies, with use of Information and Communication Technologies, in order to envelop all academic units;
- 6. the expansion of the number of research groups, projects and scholarship students** of productivity with the expansion of infrastructure and the acquisition of equipment of multiuser laboratories in the Central Campus and Regional *Campi*;
- 7. the creation and/or restructuring of the Networks and Disciplinary and Interdisciplinary Theme Centers** in order to serve the new areas, seeking the national and international interactions, in their areas of excellence.

7.3. COMMUNITY SERVICE POLICY

The general goal of the Community Service Policy is to strengthen UFRN's social commitment, through the expansion and qualification of its actions. These actions intensify the dialogue and exchange of knowledge between the academic community and the different social segments involved, with a view to providing a citizenship-focused process of professional formation, as an intrinsic factor to the pedagogical projects of the courses, with the involvement and the questioning of the social reality of participating communities.

University community service in UFRN is structured as an activity focused on promoting the transforming interaction between the university institution and other institutions and social movements, mediated by scientific, cultural, educational and artistic processes. Based on this principle, it must be based on the intrainstitutional articulation with teaching and research

processes, as well as focus on the exchange with the complex set of knowledge and practices produced in other social universes.

This attitude, essentially dialogical, translates into the permanent challenge of building an institutional openness with the goal of contributing to changes in thinking and in university praxis that favor changing interventions of social reality and promote processes of investigation and professional formation with principles of equity for the construction of a more democratic and solidary society. It is, therefore, a process of oxygenation of the University itself and of social universes with which it relates and shares.

In this process, two movements need to be articulated: the one of continuity of successful experiences and the one of openness to new demands and new emerging initiatives.

The principles of university community service are: (a) expansion and qualification of community service actions; (b) strengthening and expansion of interfaces with social movements, productive and institutional segments; (c) expansion and diversification of the artistic-cultural production; (d) upgrading of management and project evaluation; (e) adoption of mechanisms to achieve greater visibility for institutional actions.

The articulation of these principles will be achieved through:

- 1. the increase and qualification of community service actions developed at UFRN**, considering dialogue relationships, exchange of experiences and socio-economic and cultural capabilities;
- 2. the institutionalization of mechanisms for promoting the insertion of students**, technical-administrative staff and professors in community service activities, respecting the plurality of ideas and interests present in the university environment;
- 3. the updating of the pedagogical projects of the undergraduate courses**, so as to integrate community service activities to the process of academic formation integrated to social reality;
- 4. the encouragement to the multiple forms of intra and interinstitutional partnerships** with a view to the strengthening of actions articulated in network, focused on the expansion of access to assets and social rights;
- 5. the strengthening of the articulation with the Service Systems that operate Public Policies**, such as health, education, job, transport, agrarian reform, public safety, environment, in the municipal and state environments, with a view to the establishment of teaching-learning fields and cooperation relationships, in which the University may contribute with the qualification of these in mediating political actions and count on the cooperation of service professionals to teaching-learning processes;
- 6. the strengthening of UFRN's cultural policy**, whose actions may express the formative processes of their agents, contribute with the integral formation of the university community and translate interfaces and partnerships with social segments and movements of the art and culture area, with a view to the preservation, fruition, advertising and innovation of cultural and artistic assets that may contribute to the social development of the State and of the Country.
- 7. the development of a museological policy** that considers the cultural and educational interlocution with the diverse segments of our society, in the perspective of the curricular implication in the formative processes of UFRN's undergraduate and graduate courses;

THIS ATTITUDE, ESSENTIALLY DIALOGICAL, TRANSLATES INTO THE PERMANENT CHALLENGE OF BUILDING AN INSTITUTIONAL OPENNESS WITH THE GOAL OF CONTRIBUTING TO CHANGES IN THINKING AND IN UNIVERSITY PRACTICE.

8. the development and articulation of actions in the Social Communication field, with a view to the advertising of the knowledge produced in the context of university, as well as to guaranteeing processes of advertising and circulation of information, knowledge and experiences that contribute to the questioning and critical university formation, contributing to the full exercise of the right to public, ample and plural communication.

7.4. MANAGEMENT POLICY

THIS ORGANIZATIONAL PECULIARITY, CHARACTERISTIC OF BRAZILIAN FEDERAL PUBLIC UNIVERSITIES, ENABLES, ON ONE HAND, THE EXERCISE OF UNIVERSITY AUTONOMY AND OFFERS CONDITIONS OF FREEDOM AND PLURALITY NECESSARY TO THE TEACHING PRACTICE IN TEACHING, RESEARCH AND COMMUNITY SERVICE.

UFRN has decentralized administrative and academic structure with democratic management in all institutional levels. This organizational peculiarity, characteristic of Brazilian federal public universities, enables, on one hand, the exercise of university autonomy and offers conditions of freedom and plurality necessary to the teaching practice in teaching, research and community service.

On the other hand, this organizational configuration confers great complexity to the university management and to its decision making processes, demanding from academic managers permanent effort to combine respect to majority deliberations and the definition and execution of institutional policies, in environment that mobilizes great diversity and scope of human resources and material conditions for the execution of target activities. In order to guarantee the coordination of institutional actions and the integration of different academic units, it's necessary to have a permanent policy of modernization and qualification of management that is followed by the spread of planning practices, with the definition of goals and the evaluation of results in all administrative and academic levels.

This policy will be achieved through:

- 1. the qualification of the academic and administrative management** in all levels with focus on the qualification of human resources, on the use of the information systems and on the process of planning and evaluation;
- 2. the incorporation of information and communication technologies and other distance learning methodologies** into the training and qualification activities directed to the qualification of the university management;
- 3. the systematic supervision of the evolution of budgetary information**, giving transparency to UFRN's public expenditures;
- 4. the consolidation of the institutional development policy** as integral part of the planning process that evaluates and keeps track of the Institutional Development Plan;
- 5. the use of mechanisms of participation of the academic community and of the Rio Grande do Norte society** in the identification and overcoming of academic and administrative problems;
- 6. the use of the integrated information systems** to promptly and speedily subsidize the university management's decision making;
- 7. the establishment of the Integrated System of Environmental Management**, with the goal of identifying the institution's environmental problems and establishing a plan of continuous improvement in the mitigation or elimination of these problems through an Environmental Policy at UFRN;
- 8. the establishment of a Vice-Presidency of Student Affairs**, with the assignments of planning, coordinating, supervising and executing the activities of promotion and assistance to the student with a view to its permanence, through affirmative actions in the social, technical-scientific, cultural, sports and student policy areas;





9. the establishment of an International Relations Office, with the responsibilities of promotion, coordination, encouragement, supervision, control and evaluation of UFRN's international activities;

10. the institutionalization of an administrative authority that coordinates and integrates UFRN's Elementary Education (elementary and technological) and proposes policies for the sector;

11. the institutionalization of an administrative authority that coordinates actions for people with special educational needs;

12. the assessment and qualification of operational human resources of the purchases and works system, with a view to increasing efficiency and speed in procedures;

13. the restructuring of the university hospitals, including merging of HOSPED and HUOL, in order to enable conditions of improvement of management processes, recovery and modernization of the technological park, facilities adequacy, restructuring of human resources staff and improvement of hospital activities bound to teaching, research and community service, as well as to medium and high complexity

assistance for the Unified Healthcare System, based on permanent evaluation of the achievement of goals defined by REHUF (management, assistance, teaching, research and community service) and incorporation of new technologies in health;

14. the redefinition of the interiorization policy, in order to provide the necessary infrastructure and personnel conditions for improvement of the quality of teaching, research and community service activities and to adopt mechanisms for promotion of research and community service development in each of the *campi*;

15. the redefinition of the communication policy, with a view to increasing efficiency of internal and external communication;

16. the articulation with other Higher Education public institutions, with a view to the creation of a network of discussion and acting in public policies;

17. the institutionalization of a chair for UFRN-graduated professors and technical-administrative staff, with a view to the sharing of experiences;

18. the use of mechanisms in order to follow the UFRN graduate and evaluate his/her professional insertion and the relation between received formation and occupation.

7.5. SOCIAL RESPONSIBILITY

UFRN's social responsibility can be evaluated by its contribution to the social inclusion, to the economic, social and cultural development, to artistic production, to the defense of the environment and of the cultural heritage.

UFRN'S SOCIAL RESPONSIBILITY CAN BE EVALUATED BY ITS CONTRIBUTION TO THE SOCIAL INCLUSION, TO THE ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT, TO ARTISTIC PRODUCTION, TO THE DEFENSE OF THE ENVIRONMENT AND OF THE CULTURAL HERITAGE.

In accordance with its institutional mission, UFRN adopts a policy of social insertion, privileging and consolidating the relationship with organized sectors of society, expanding cooperation and partnership links with the civil society and the different government authorities and the productive system. UFRN has significantly expanded its participation in the big issues which aim to provide sustainability and conditions for the exercise of citizenship, implementing social inclusion policies that ensure the offer of services to the distinct sectors and groups of society and to its internal actors: professors, technical-administrative and students.

The creation of new courses and the qualification of researchers provide a significant contribution to the development of the State and of the Northeastern region, taking a prominent role in the national scenario.

In the Higher Education scope, the State of Rio Grande do Norte can count on 23 Higher Education Institutions (IES), from which 3 are Federal, 2 are State and 18 are Private (IBGE, Censo 2008). From the more than 60,000 Higher Education students of the State, UFRN is responsible for 45% of the enrollment. In the *stricto sensu* graduate courses, the University possesses 92% of the enrollment and coordinates the biggest research project base of the Rio Grande do Norte State.

Since the University's authorization for the offer of distance learning, its regional insertion has been intensified with the creation of 20 poles, from which twelve are located in Rio Grande do Norte in the cities of Caicó, Nova Cruz, Macau, Mossoró, Natal, Currais Novos, Martins, Luís Gomes, Extremoz, Guamaré, Lajes and Marcelino Vieira; six in Pernambuco, in the cities of Garanhuns, Recife, Nazaré da Mata, Petrolina, Surubim and Tabira; one in Paraíba, in Campina Grande and one in Alagoas, in Maceió.

The insertion of the university in society can be observed through the internal and external articulation between the groups of researchers and professionals of different areas and the creation of the Theme Centers. The theme centers "Drought", "Petroleum and Renewable Energies Studies", "Aquiculture and Fishing", "Câmara Cascudo Center of Rio Grande do Norte Studies", "Interdisciplinary Center of Collective Health Studies", "Advanced Center of Public Policies" and "Center of Education Towards Science" are consolidated. Two other are in formation: "Interdisciplinary Center of Sexual Diversity, Gender and Human Rights Studies" and "Interdisciplinary Center of Environmental Studies". These are relevant areas for the Rio Grande do Norte's economy and society, in which UFRN stands out for its acting along with other universities, companies and development authorities.

Since 2003 UFRN has been investing in human and financial resources in order to minimize the negative impacts on the environment caused by its teaching, research and community service activities. UFRN maintains integrated waste management programs, quality control of the water provided for human consumption, Central Campus afforestation, zoonoses control, energetic efficiency, communication and environmental education. Through these programs it develops several projects with which it interacts with the university and external community. It also counts on a station responsible for sewage treatment and reuse for irrigation and hydroponics and a temporary waste storage unit, to receive chemical



as well as solid residues destined for the solidary selective collection, in consonance with the Decree 5940/2006.

UFRN has been adopting student assistance policies and creating programs and mechanisms with a view to facilitating the permanence in the institution and course completion to students from low-income social classes.

After the creation of the PNAES – Student Assistance National Plan - by the Federal Government, the implementation of these policies was facilitated. As a result, in addition to existent financial support scholarships, other types of support were created, such as free food, student housing for students from the countryside, transportation benefit and dental assistance. The student assistance has also significantly supported cultural, sportive, leisure, and academic complementation activities, such as foreign language courses.

UFRN has defined institutional policies that guarantee undergraduate education's academic improvement, reaffirming its commitment with public, free and quality education, as well as with a professional formation focused on the needs and demands of society. This concern with academic quality includes both quantitative as well as qualitative aspects in the undergraduate course offer, insofar as it increases the possibilities of access and improves the conditions of permanence at UFRN.

UFRN conducts a permanent social inclusion policy. The waiver of our university's entrance process fee for an ever increasing number of students from the public education network; the development of projects and pedagogical activities along with schools from the High School public network; the constitution of public forums for discussion of inclusion policies; the growing expansion of the number of users of the university restaurant; the promotion of studies and research to subsidize the policy of access and permanence of students in UFRN are examples of such policy.

UFRN adopts policy of access, through vestibular selection process, with argument of inclusion. The Argument of Inclusion was designed for students from the public network of the Rio Grande do Norte State and was established in the 2006 vestibular. The calculation of the Argument of Inclusion is based on a study that relied on data of the demand and performance of public network applicants in the past selection processes. The Argument of Inclusion (AI) is an additional, differentiated score system, that relies on socioeconomic and performance criteria of public network applicants in vestibular. It is meant as a transient action, with the goal of expanding access to students from the public network that, even displaying an average or higher performance in vestibular, always remain in a disadvantaged position in comparison with private network students.

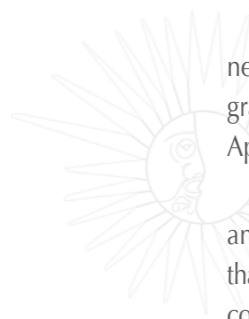
From 2011 onwards, UFRN will slowly adopt another form of access relying on the Unified Selection System - SISU, whose parameter is the High School National Evaluation - ENEM.

UFRN HAS DEFINED INSTITUTIONAL POLICIES THAT GUARANTEE UNDERGRADUATE EDUCATION'S ACADEMIC IMPROVEMENT, REAFFIRMING ITS COMMITMENT WITH PUBLIC, FREE AND QUALITY EDUCATION, AS WELL AS WITH A PROFESSIONAL FORMATION FOCUSED ON THE NEEDS AND DEMANDS OF SOCIETY.





**8. SERVICE TO PEOPLE
WITH SPECIAL
EDUCATIONAL NEEDS**



UFRN has been gradually expanding service to people with special educational needs, such as, for instance, the access of youth and adults to undergraduate and graduate education and of children to the Childhood Education Center/College of Application.

Taking this expansion into consideration, UFRN has committed itself to implementing an institutional and multi/interdisciplinary approach in the development of actions that oppose the hegemonic teaching paradigm traditionally present in the educational context, that takes into account the singularities of students in the academic environment. To eliminate all and any form of barrier (whether pedagogical, environmental, attitudinal, communicational, among others) has been a permanent action of the institution for the creation of a culture of respect to diversity, guaranteeing the conditions of accessibility, adequate technologies and qualified human resources, so as to enable the construction of an inclusive educational policy model that meets the special educational needs of the students which demand specific support in their academic formation. Therefore, it's relevant to prioritize multi/interdisciplinary actions, with a view to concentrating efforts of diverse nature (teaching, research and community service), articulating UFRN's different sectors to ensure and promote academic and social development of these students in the institution.

In response to legal provisions and particularly in conformity with the demands of the Law of Directives and Bases of the National Education - LDB, with service of specialized support in order to meet the peculiarities of the students with special educational needs, UFRN has been affirming its commitment with society by adopting an institutional policy that favours social insertion as one of its structuring policies.

UFRN intends to expand its inclusive action with the institution of the Permanent Committee of Support to the Student with Special Educational Needs – CAENE, in order to ensure the access, permanence and successful course conclusion of special educational need students, particularly those with disabilities.

UFRN's inclusion policies, directed to the service of students with special educational needs, present as general directives for the next years: (1) to follow and evaluate the entrance, access, permanence and conclusion of students with special educational needs – NEE, with a view to guaranteeing adequate conditions for academic and social success; (2) to stimulate and strengthen the articulation between service and sectors from different areas of formation and acting in UFRN, as well as interinstitutional partnerships, for the development and consolidation of the actions directed to the inclusion of people with special educational needs; (3) to develop and execute actions for the elimination of attitudinal, architectonic, pedagogical and communicational barriers with a view to ensuring the exercise of citizenship of the special educational need people; (4) to update and insert into the undergraduate courses' pedagogical projects, particularly of the licences, compulsory courses that tackle the diverse teaching methodologies for the educational attendance of the people with special educational needs; (5) to implement and expand the offer of courses for qualification of human resources with a view to meeting the academic and social demands of people with special educational

needs; (6) to create a Licence course in Language Studies-Libras/Portuguese language; (7) to stimulate the articulation between research groups in order to develop studies and technologies with interdisciplinary approach focused on the demands and improvement of the quality of life of people with special educational needs; (8) to create vacancies for public contest for teachers and/or instructors of Libras and Libras interpreters in order to constitute its permanent faculty staff and (9) to promote and act in discussion forums, promoting the inclusion of people with special educational needs in Higher Education, with a view to socializing and/or keeping updated on the discussions around this theme in the local, regional, national and international scenario.



TO ELIMINATE ALL AND ANY FORM OF BARRIER (WHETHER PEDAGOGICAL, ENVIRONMENTAL, ATTITUDINAL, COMMUNICATIONAL, AMONG OTHERS) HAS BEEN A PERMANENT ACTION OF THE INSTITUTION FOR THE CREATION OF A CULTURE OF RESPECT TO DIVERSITY



9. FACULTY



Admission of faculty staff is a process based on situational diagnosis of the whole of the institution's academic units. Such diagnosis is normatized by the Teaching, Research and Community Service Council (CONSEPE) that publicizes calls for meeting to UFRN's academic departments and specialized academic units in order to enable the application to faculty vacancies.

The process is comprised of (a) updating and validation, by the academic departments and specialized academic units, of the document entitled Indicators of the Department/Academic Unit Situation, available in the Computerized System of Academic Activities Registration; (b) Preparation of the Project for Request by the academic departments and specialized academic units, taking into account the Triennial Plans and the Indicators of the Department/Academic Unit Situation and (c) proposition of vacancies allocation, formulated by the Institutional Development Permanent Commission - CPDI, from the analysis of requests of the academic departments and specialized academic units, to be forwarded to CONSEPE.

The distribution of faculty human resources is part of the prior policy of the Institution, directed to the improvement of the quality of its academic activities. The distribution proposal takes into account the Triennial Plans and the Projects for Request by the academic departments and specialized academic units, approved by the respective plenary sessions. The proposals of improvement of the quality of undergraduate teaching resulting from the Faculty Evaluation, in the aspects related to the faculty situation of the academic department or of the specialized academic unit, are considered for the purpose of distribution.

Faculty human resources management matches activity assignment with work systems, academic degrees and knowledge area. In order to achieve that, the individual reports (SIGAA - Integrated System of Academic Activities Management) related to the past four semesters of the faculty generating vacancies (retirement, decease, dismissal or redistribution) are analyzed.

The distribution of resources between academic departments and specialized academic units takes into account: (a) the localized needs, except those of temporary or circumstantial nature; (b) the situation of shortage of faculty; (c) the teaching, research and community service academic activities conducted; (d) the strategic development policies of the academic actions of the Unit and of the University; (e) the adaptation of the faculty's work load to the respective work systems, according to the higher regulations and UFRN's internal rules.

The exams applied in the public contest are aimed at identifying in the applicants the most adequate conjugation between the following elements: technical knowledge, prior teaching experience, technical-scientific production, community service acting as well as administrative experience.

Faculty insertion in the institution is mediated by the process of organizational socialization that takes place from an introductory training, followed by pedagogical workshops integrating the Program of Pedagogical Upgrading, up to teaching supervision with a view to the preparation and execution of the work plan.

Faculty qualification is a permanent policy of the institution directly associated with the improvement of the academic service quality. Such policy comprises the reunion of personnel management practices and institutional incentives for the strengthening of teaching, research and community service.

The institution has a program of encouragement to qualification of its own, that consists of providing financial aid to graduate programs that hire - apart from the social demand - employees of the institution, as long as the same ordinarily used selection criteria are respected. In this same direction, is the relief of professors for postdoctoral intership, in order to provide institutional exchange experiences of national as well as international scope, culminating in the reinforcement of research groups and graduate programs.

The distribution of the faculty in relation to the working regime points to a prevalence of the regime of professors under an exclusive contract with the university of up to 85%. This data, in connection with the growing number of doctors, reflects the consistency of the staff formation policy that provides sustainability to the proposed academic policies.

During the validity of the current plan, UFRN also wishes to upgrade its faculty staff in relation to the number of professors, in the areas identified as strategic for regional and national development of academic leaders, in teaching and research.

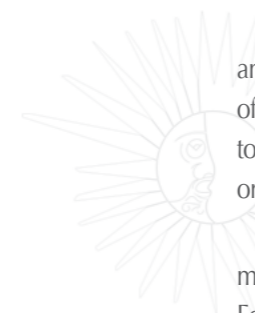
THE DISTRIBUTION OF FACULTY HUMAN RESOURCES IS PART OF THE PRIOR POLICY OF THE INSTITUTION, DIRECTED TO THE IMPROVEMENT OF THE QUALITY OF ITS ACADEMIC ACTIVITIES.

THE DISTRIBUTION OF THE FACULTY IN RELATION TO THE WORKING REGIME POINTS TO A PREVALENCE OF THE REGIME OF PROFESSORS UNDER AN EXCLUSIVE CONTRACT WITH THE UNIVERSITY OF UP TO 85%.





10. TECHNICAL- ADMINISTRATIVE STAFF



The mechanism used to define personnel needs, for the purpose of personnel allocation and internal move, is the assessment of the work force, which consists of the formulation of matrices that indicate the quantity and the qualification of the technical staff necessary to the operation of the institution's administrative and academic units, considering the organizational environments, the organizational structure and their competences.

UFRN conducts a policy of formative promotion of specialized personnel on university management. Such process is conducted by the Plan of Qualification and Professional Education, that estimates the offer of actions of formal, basic and higher education, and of qualification events. Associated to the practices of qualification, organizational socialization, and performance appraisal, the policy of formative promotion of specialized personnel integrates the Career Development Plan and implies the formation of personnel capable of contributing to the upgrading of the university management and supporting the achievement of the institutional goals. The performance appraisal consists of the establishment of sectorial and individual work plans with quantitative and qualitative performance standards over which work process agents issue valued grades that will be used as reference for career progression as well as for corrective measures.

UFRN shall expand social support actions to its personnel implementing the personnel healthcare subsystem (technical-administrative and faculty), integrating health surveillance, expertise and health-promoting actions. It will also conduct the offer of distance learning qualification courses, contemplating its staff, staff from cooperating higher education institutions as well as state and municipal public institutions staff.

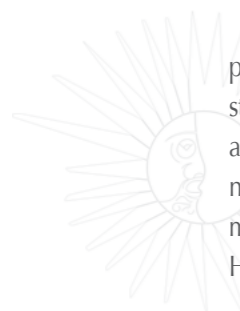
UFRN provides for the development of technical-administrative staff, according to the following principles: (1) the nature of the educational process, its social function and institutional goals; (2) the dynamics of teaching, research and community service processes and administration and resulting specific competences; (3) the quality of the work process; (4) the acknowledgement of the instituted wisdom resulting from professional practice; (5) the commitment to the strategic planning and to the organizational development; (6) the staff development bound to the institutional goals.

UFRN CONDUCTS A POLICY OF FORMATIVE PROMOTION OF SPECIALIZED PERSONNEL ON UNIVERSITY MANAGEMENT. SUCH PROCESS IS CONDUCTED BY THE PLAN OF QUALIFICATION AND PROFESSIONAL EDUCATION, THAT ESTIMATES THE OFFER OF ACTIONS OF FORMAL, BASIC AND HIGHER EDUCATION, AND OF QUALIFICATION EVENTS.





11. STUDENT BODY



The main means of access for students to UFRN is through the universal selection process - vestibular. In order to expand the possibilities of access for public network students, UFRN has adopted the *argument of inclusion*. The argument is a differentiated additional grade system, that relies on socio-economic and performance criteria of public network applicants in vestibular. From 2011 onwards, UFRN will gradually adopt other means of access, relying on the Unified Selection System – SiSU, whose parameter is the High School National Exam - ENEM.

Another means of access to UFRN is the rejoining, that occurs on two ways: *graduate rejoining*: accessible to individuals possessing an undergraduate degree diploma acknowledged by the Ministry of Education, with entrance by means of approval in selection process; *automatic rejoining*: possible for students graduating in UFRN, with the goal of attending other modality or specialization of the degree that he/she is concluding, without the need for undergoing a selection process.

There is also the filling of empty vacancies by means of the *voluntary transfer*, in which the applicant undergoes a selection process according to his/her area of interest. This modality consists of the transfer, into UFRN, of the connection that the undergraduate student keeps with the national home institution through the filling of specific vacancies, resulting from the cancellation of student programs by abandonment, completion of a new enrollment, transfer to other HEI or death.

In order to contribute with the students' access, especially those from the public network, UFRN offers pre-vestibular courses and, in order to support the student's successful permanence, it adopts programs that are aimed at attending the students in their needs of pedagogical, economic and social nature, contributing with the student's access, permanence and success.

IN ORDER TO CONTRIBUTE WITH THE STUDENTS' ACCESS, ESPECIALLY THOSE FROM THE PUBLIC NETWORK, UFRN OFFERS PRE-VESTIBULAR COURSES AND, IN ORDER TO SUPPORT THE STUDENT'S SUCCESSFUL PERMANENCE, IT ADOPTS PROGRAMS THAT ARE AIMED AT ATTENDING THE STUDENTS IN THEIR NEEDS OF PEDAGOGICAL, ECONOMIC AND SOCIAL NATURE, CONTRIBUTING WITH THE STUDENT'S ACCESS, PERMANENCE AND SUCCESS.





12. FINANCIAL-BUDGETARY SUSTAINABILITY



IN THIS BUDGETARY DISTRIBUTION MATRIX BETWEEN HEFIs, THE EQUIVALENT STUDENT IS THE MAIN INDICATOR FOR THE ANALYSIS OF THE MAINTENANCE COSTS ON THE HEADINGS OF MAINTENANCE AND CAPITAL BUDGET (OCC).

UFRN is a Higher Education Federal Institution (HEFI) bound to the Ministry of Education, responsible for its financial-budgetary sustainability, through resources programmed and approved in the Annual Budgetary Law by the National Congress. HEFIs maintenance is guaranteed by means of matrix of budgetary distribution adopted by the Higher Education Bureau of the Ministry of Education, comprised of the Maintenance Budget and the Investment Budget.

On the other hand, the Maintenance Budget is constituted by the Basic Maintenance Fraction and the Quality and Productivity Fraction. The Basic Maintenance Fraction corresponds to 80% of the total amount of available expenses resources and obeys to a model without partition considering the Basic Expenses Unit (UBC), that is composed of 10 expenses items of greater budgetary impact– such as: Electrical Energy, Water and Sewage, Telecommunications, Mail, Surveillance, Cleaning, Per Diems, Travelling Tickets, Fuel and Maintenance of Vehicle Fleet - multiplied by the number of students equivalent to each HEFI. And the Quality and Productivity Fraction uses a partition model with indicators of quality of research and graduate activities conducted in the HEFIs.

In this budgetary distribution matrix between HEFIs, the equivalent student is the main indicator for the analysis of the maintenance costs on the headings of maintenance and capital budget (OCC). The calculation of the equivalent student is the sum of the partial indicators related to the undergraduate, masters, doctorate and university residence activities. In this calculation are considered the costs of permanent nature for facilities and equipment maintenance, that are proportional to the number of students enrolled, to the average duration of the courses and to the differentiated costs among the diverse knowledge areas in the undergraduate and graduate teaching (masters, doctorate and medical internship), with encouragement to the creation of nocturnal courses and to the interiorization with courses offered outside the HEFIs' head office.

With the Decree n° 7233, of July 19th 2010, the budgetary distribution matrix for current and capital expenses was recently institutionalized and improved, whose parameters will be defined by parity committee constituted of the Ministry of Education and Culture - MEC and the presidents of the federal universities. The parameters shall abide by the following criteria: the number of enrollment and the amount of students entering and concluding their undergraduate and graduate studies in each period; the offer of undergraduate and graduate courses in different areas of knowledge; the institutionalized production of scientific, technological, cultural and artistic knowledge, with national or international acknowledgement; the number of registration and commercialization of patents; the relationship between the number of students and the number of faculty in undergraduate and graduate studies; the results of the evaluation by the Higher Education National Evaluation System - SINAES, established by Law n° 10861, of April 14th, 2004; the existence of masters and doctorate programs, as well as respective results of the evaluation by the Foundation Coordination of Improvement of Higher Education Staff - CAPES; and the existence of community service institutionalized programs, with monitoring indicators.

In order to ensure the full development of the whole set of UFRN's academic activities, it's necessary, however, the raising of additional resources, through the mobilization of faculty to the presentation of academic projects to apply for calls for proposals published by funds of the different national development agencies directed to teaching, research and community service. As a result, UFRN obtains, increasingly, resources for investment and maintenance along the Ministry of Science and Technology and the Ministry of Health, along authorities bound to them, such as FINEP, FNS, FNDE, in addition to the Petroleum National Agency, as well as partnerships with public and private companies, of which stand out the investments in research and technology made by Petrobras in diverse knowledge areas in UFRN.





13. FOLLOW-UP AND EVALUATION



THE PROCESS OF FOLLOW-UP AND EVALUATION OF THE INSTITUTIONAL DEVELOPMENT PLAN – PDI - CONSISTS OF A PRIVILEGED OPPORTUNITY FOR THE UNIVERSITY COMMUNITY TO THINK OVER ITS ACTIVITIES AND POSSIBILITIES OF KNOWING AND CRITICALLY ANALYZING THE INSTITUTION IN A COMPREHENSIVE PERSPECTIVE, PROPOSING ACTIONS FOR ITS INSTITUTIONAL ENHANCEMENT, WITH A VIEW TO THE IMPROVEMENT OF THE ACADEMIC QUALITY.

The process of follow-up and evaluation of the Institutional Development Plan – PDI - consists of a privileged opportunity for the university community to think over its activities and possibilities of knowing and critically analyzing the institution in a comprehensive perspective, proposing actions for its institutional enhancement, with a view to the improvement of the academic quality.

UFRN's self-evaluation methodology is based on three guiding principles: totality, that involves all dimensions of the institution; legitimacy, that means the acknowledgement of the relevance of the evaluation on the part of the university community and the respect for diversity, that is, its plurality, its complexity.

The performance of PDI's self-evaluation process compulsorily includes the 10 dimensions, with indicators represented on the 3rd article of the Law n° 10861 of April 14th, 2004, that established the Higher Education Evaluation National System – SINAES, which are as follows: (1) the mission and the institutional development plan; (2) the policy for teaching, research, graduate studies and community service; (3) the institution's social responsibility; (4) communication with society; (5) personnel policies; (6) the institution's organization and management; (7) facilities, library and information resources; (8) planning and evaluation; (9) student assistance policies; (10) financial sustainability.

It's important to stress that in addition to the indicators of the 10 dimensions, other indicators will be collectively built, that are capable of producing knowledge about the institutional reality, of identifying the causes of its problems, opportunities and threats taking into consideration the significance of its activities in comparison with its mission, goals and policies expressed in the Institutional Development Plan – PDI. According to SINAES, the results of the internal evaluation need to be submitted to an outside look designated by MEC/ INEP, according to the Higher Education National Committee (CONAES) directives.

PDI's follow-up and evaluation will be coordinated by the Evaluation Committee – CPA, with the participation of the following segments: faculty, technical-administrative, student body, managers and representatives of society.

The guiding principle of PDI's follow-up and evaluation process is the opportunity to compare the mission, goals, and the institutional policies against what has actually been done.

Therefore, we wish to build knowledge on the reality itself, understanding the significance of its actions, with a view to improving the quality of education and achieving greater social relevance.





UFRN
UNIVERSIDADE FEDERAL DO RIO GRANDE DO NORTE